

## **Exhibit 7**

# **IRVINGTON PUBLIC SCHOOLS' OPPOSITION TO DEFENDANTS' MOTIONS FOR SUMMARY JUDGMENT (IRVINGTON) (SD MSJ NO.4)**

Case No.: 4:22-md-03047-YGR

MDL No. 3047

Member Case No.: 4:23-cv-01467-YGR

In Re: Social Media Adolescent Addiction/Personal Injury Products Liability Litigation

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Page 1

1 UNITED STATES DISTRICT COURT  
2 NORTHERN DISTRICT OF CALIFORNIA

3 - - - - -

4 IN RE: SOCIAL MEDIA CASE NO.  
5 ADOLESCENT ADDICTION/PERSONAL 4:22-md-03047-YGR  
6 INJURY PRODUCTS LIABILITY MDL No. 3047  
7 LITIGATION

8  
9 THIS DOCUMENT RELATES TO:

10 Irvington Public Schools

11 vs.

12 Meta Platforms Inc., et al.

13 Member Case No.: 4:23-cv-01467-YGR

14 - - - - -

15 Wednesday, May 21, 2025

16 CONFIDENTIAL - ATTORNEYS' EYES ONLY

17 PURSUANT TO PROTECTIVE ORDER

18 Videotaped deposition of DARNEL R. MANGAN,  
19 SR., held at Irvington High School, 1253 Clinton  
20 Avenue, Irvington, New Jersey, commencing at 9:04  
21 a.m. Eastern, on the above date, before Robin L.  
22 Clark, Professional Reporter and Notary Public in  
23 and for the State of New Jersey.

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Page 2

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Facebook Holdings, LLC;  
Facebook Operations, LLC; Facebook  
Payments, Inc.; Facebook Technologies,  
LLC; Instagram, LLC; and Syculus, Inc.

26 ALSO PRESENT:

27 DANIEL ORTEGA, VIDEOGRAPHER  
28 OLIVIA SATTAN, EXHIBIT TECH  
29 EMMA DeGROFF

CONFIDENTIAL

Page 3

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Page 4

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2

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7 Facebook Holdings, LLC;  
Facebook Operations, LLC; Facebook  
8 Payments, Inc.; Facebook Technologies,  
LLC; Instagram, LLC; and Siculus, Inc.

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## CONFIDENTIAL

Page 5

## I N D E X

WITNESS	PAGE
DARNEL R. MANGAN	
BY MR. KARP:	8, 176
BY MS. SCULLION:	155

## E X H I B I T S

NUMBER	DESCRIPTION	MARKED
Mangan		
Exhibit 1	Curriculum Vitae	9
Exhibit 2	Irvington High School Cycle 1 ASP Review PowerPoint	26
Exhibit 3	Bates BW__Irvington00507545 Irvington High School 2023-2024 School Performance Report	42
Exhibit 4	Annual School Planning 2023-2024 Bates BW__Irvington00334437 to 00334493	47
Exhibit 5	Plaintiff's Fact Sheet - School Districts (Supplemental)	85
Exhibit 6	NJ.com News Article	89
Exhibit 7	Email dated 9/11/23 Bates BW__Irvington00072950	104
Exhibit 8	Email dated 11/27/23 Bates BW__Irvington00192406 to 00192409	110

CONFIDENTIAL

Page 6

DEPOSITION SUPPORT INDEX

- - - - -

Direction to Witness Not to Answer

Page Line

NONE

Request for Production of Documents

Page Line

NONE

Question Marked

Page Line

NONE

## CONFIDENTIAL

Page 7

1 THE VIDEOGRAPHER: We are now  
2 on the record. My name is Daniel  
3 Ortega and I am the legal  
4 videographer for Golkow Litigation  
5 Services.

6 Today's date is May 21,  
7 2025, and the time is 9:04 a.m.  
8 This video deposition is being  
9 held at 1253 Clinton Avenue,  
10 Irvington, New Jersey, in the  
11 matter of Social Media, CA MDL  
12 3047, Irvington Public Schools  
13 versus Meta Platforms, Inc., et  
14 al.

15 The deponent today is Darnel  
16 Mangan. All counsel will be  
17 noted on the stenographic record.  
18 The court reporter today is Robin  
19 Clark and will now swear in the  
20 witness.

21 - - - - -

22 DARNEL R. MANGAN, SR.,  
23 having been duly sworn, was  
24 examined and testified as  
25 follows:



CONFIDENTIAL

Page 8

1 - - - - -

2 BY MR. KARP:

3 Q. Good morning, Mr. Mangan.

4 A. Good morning.

5 Q. My name is Andrew Karp.

6 It's very nice to meet you. I represent  
7 Snap in this lawsuit. Can you please state  
8 your full name for the record?

9 A. Darnel Rashawn Mangan, Sr.

10 Q. Is this your first time  
11 being deposed?

12 A. Yes.

13 Q. You understand that you're  
14 under oath today?

15 A. Yes.

16 Q. Is there any reason you  
17 cannot provide truthful and accurate  
18 testimony today?

19 A. No.

20 Q. If at any point you don't  
21 understand one of the questions I've asked,  
22 please let me know, and I'll do my best to  
23 clarify. Otherwise, I'll assume you  
24 understand my question; is that fair?

25 A. Yes.

CONFIDENTIAL

Page 9

1 Q. Throughout today's  
2 deposition, I may refer to Irvington Public  
3 Schools as IPS. If I use IPS, do you  
4 understand that I mean Irvington Public  
5 Schools?

6 A. Yes.

7 Q. I may also refer to  
8 Irvington High School as IHS, do you  
9 understand I'm referring to Irvington High  
10 School when I use that acronym?

11 A. Yes.

12 Q. What is your home address?

13 A. [REDACTED]  
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED].

15 Q. And what is your work  
16 address?

17 A. 1253 Clinton Avenue,  
18 Irvington, New Jersey 07111.

19 Q. I'm handing you tab 23,  
20 which we will mark as Exhibit 1.

21 - - - - -

22 (Curriculum Vitae marked  
23 Mangan Exhibit 1 for  
24 identification.)

25 - - - - -

CONFIDENTIAL

Page 10

1 BY MR. KARP:

2 Q. Mr. Mangan, do you recognize  
3 this document?

4 A. Yes.

5 Q. What is this document?

6 A. This is a copy of my résumé.

7 Q. Did you put this together?

8 A. Yes.

9 Q. When did you prepare this?

10 A. There has been many  
11 additions, I can't really cite the  
12 appropriate date of preparation.

13 Q. When is the last time you  
14 made an addition to this document?

15 A. Maybe January sometime,  
16 sometime this year. I'm unaware of the  
17 exact date.

18 Q. You're currently the  
19 principal of Irvington High School?

20 A. Yes.

21 Q. And you have been in that  
22 role since June of 2023?

23 A. Yes.

24 Q. And that's when you joined  
25 Irvington Public Schools?

CONFIDENTIAL

Page 11

1 A. Yes.

2 Q. Prior to that, you did not  
3 work for the Irvington Public School  
4 District?

5 A. Yes, I did work for  
6 Irvington Public Schools prior to that.

7 Q. And when did you do that?

8 A. I became an assistant  
9 football coach I want to say in 2020.

10 Q. And where were you coaching?

11 A. Irvington High School.

12 Q. And for how long were you  
13 coaching for football at Irvington High  
14 School?

15 A. I coached football at  
16 Irvington High School up until the 2023  
17 season.

18 Q. Other than coaching football  
19 at Irvington High School, before 2023, did  
20 you ever serve as an administrator at  
21 Irvington Public Schools?

22 A. No.

23 Q. Did you serve as a teacher  
24 at Irvington Public Schools before June of  
25 2023?

CONFIDENTIAL

Page 12

1 A. No.

2 Q. Did you have any other  
3 employment with Irvington Public Schools  
4 prior to 2023?

5 A. Yes.

6 Q. Other than the coaching  
7 position that we just discussed.

8 A. No.

9 Q. To your knowledge, is the  
10 information contained in your résumé  
11 correct and accurate?

12 A. About 95 percent.

13 Q. What is the 5 percent that  
14 may not be accurate?

15 A. My phone number changed  
16 recently.

17 Q. Are any aspects of your work  
18 experience or education and certification  
19 inaccurate?

20 MS. SCULLION: Objection to  
21 the form of the question. You can  
22 answer.

23 THE WITNESS: The credentials  
24 listed are accurate.

25

CONFIDENTIAL

Page 13

1 BY MR. KARP:

2 Q. Okay. Thank you. You have  
3 a bachelor's degree in history from Kean  
4 University; is that correct?

5 A. Yes.

6 Q. The date for that -- excuse  
7 me, strike that.

8 And you received that degree  
9 in 2007?

10 A. Yes.

11 Q. You also have your master's  
12 in educational administration from Grand  
13 Canyon University and you earned that  
14 degree in 2022; is that right?

15 A. Yes.

16 Q. And you are currently  
17 working on your doctorate; is that right?

18 A. Yes.

19 Q. And that's from Liberty  
20 University in Lynchburg, Virginia, correct?

21 A. Yes.

22 Q. Do you have any education or  
23 training in psychology?

24 MS. SCULLION: Objection to  
25 the form of the question. You can

CONFIDENTIAL

Page 14

1 answer.

2 THE WITNESS: I took some  
3 coursework.

4 BY MR. KARP:

5 Q. And when did you do that?

6 A. During my college years.

7 Q. At Kean University?

8 A. Yes.

9 Q. So as part of your -- when  
10 you were earning your bachelor's degree in  
11 history, you took some coursework in  
12 psychology?

13 A. Yes, it was a general  
14 requirement.

15 THE VIDEOGRAPHER: I'm sorry,  
16 we're going to have to go off the  
17 record. Everything just turned  
18 off.

19 THE STENOGRAPHER: Yeah.

20 THE VIDEOGRAPHER: The time  
21 right now is 9:11 a.m. We are off  
22 the record.

23 - - - - -

24 (A recess was taken at this time.)

25 - - - - -

CONFIDENTIAL

Page 15

1 THE VIDEOGRAPHER: The time  
2 right now is 9:20 a.m. We are back  
3 on the record.

4 BY MR. KARP:

5 Q. Welcome back, Mr. Mangan.  
6 Just before the break, we were talking  
7 about some of your education and training,  
8 do you remember?

9 A. Yes.

10 Q. You're not a medical doctor,  
11 correct?

12 A. No.

13 Q. You're not a psychologist?

14 A. No.

15 Q. You're not a psychiatrist?

16 A. No.

17 Q. You're not a mental health  
18 professional?

19 A. No.

20 Q. You do not have training to  
21 diagnose students with medical illness; is  
22 that right?

23 A. That is correct.

24 Q. You have never diagnosed an  
25 individual with a particular mental



CONFIDENTIAL

Page 16

1 illness?

2 A. No.

3 Q. You have never diagnosed a  
4 student with addiction; is that right?

5 A. That is correct.

6 Q. You have never diagnosed the  
7 cause of an individual's mental illness; is  
8 that right?

9 A. Yes.

10 Q. You do not have the training  
11 to diagnose -- or strike that.

12 You do not have the training  
13 to diagnose whether a student's mental  
14 health issues were caused by social media  
15 or something else; is that right?

16 MS. SCULLION: Objection to  
17 the form of the question. You can  
18 answer.

19 THE WITNESS: No.

20 BY MR. KARP:

21 Q. Are you the author of any  
22 articles or studies relating to education?

23 A. Published --

24 MS. SCULLION: Objection to  
25 the form -- I'm sorry, I apologize.

CONFIDENTIAL

Page 17

1                   Objection to the form of the  
2                   question. You can answer.

3                   THE WITNESS: Published or  
4                   unpublished?

5 BY MR. KARP:

6                   Q. Both.

7                   A. There's written works that  
8 is posted to the educational sites that is  
9 reviewed by my peers.

10                  Q. And what educational sites  
11 are you referring to?

12                  A. Liberty University, Grand  
13 Canyon University.

14                  Q. Places where you've gone to  
15 school?

16                  A. Yes.

17                  Q. What do you mean by,  
18 "written works"?

19                  A. Can you restate the original  
20 question?

21                  Q. Sure. I asked if you were  
22 the author of any articles or studies  
23 relating to education.

24                  A. In response to that  
25 question, during my coursework, we needed

CONFIDENTIAL

Page 18

1 to respond and complete research  
2 surrounding education.

3 Q. Did any of those written  
4 works involve the potential impact of  
5 social media on students?

6 MS. SCULLION: Objection to  
7 the form of the question. You can  
8 answer.

9 THE WITNESS: Not that I  
10 recall now. The coursework history  
11 is pretty extensive.

12 BY MR. KARP:

13 Q. Did any of those, to the  
14 best of your recollection, did any of those  
15 written works relate to the potential  
16 impact of technology on students?

17 MS. SCULLION: Objection to  
18 the form of the question. You  
19 can -- unless I say otherwise, you  
20 can answer the questions, if you  
21 can.

22 THE WITNESS: Thank you. Some  
23 of the coursework involved  
24 subtopics surrounding technology.  
25

CONFIDENTIAL

Page 19

1 BY MR. KARP:

2 Q. And is it your recollection  
3 that some of the written works that would  
4 be posted on the sites for Liberty  
5 University and Grand Canyon University  
6 involved the issue of the impact of  
7 technology on students?

8 MS. SCULLION: Objection to  
9 the form of the question.

10 THE WITNESS: Some of the  
11 coursework had some subtopics that  
12 surrounded technology.

13 BY MR. KARP:

14 Q. And do you recall writing  
15 about that subtopic?

16 A. I can recall remembering the  
17 technology question, but the response I  
18 can't really recall as of yet.

19 Q. Thank you. Are you the  
20 author of any articles or studies relating  
21 to adolescent mental health or well-being?

22 MS. SCULLION: Objection to  
23 the form of the question.

24 THE WITNESS: Adolescent  
25 mental health, no, but adolescent

CONFIDENTIAL

Page 20

1           responding to just the word,  
2           "adolescent," was a part of the  
3           coursework at those two  
4           institutions.

5       BY MR. KARP:

6           Q.           Can you tell me a little bit  
7           more about that?

8           MS. SCULLION:   Objection to  
9           the form of the question.

10          THE WITNESS:   There were an  
11          array of topics that surrounding  
12          multiple levels of education from  
13          pre-K through 8 through high school  
14          which involved the adolescent age  
15          group and the course history and  
16          coursework surrounding adolescents,  
17          I truly can't recall, but, yes,  
18          there was some assignments  
19          surrounding adolescents.

20       BY MR. KARP:

21          Q.           And when you say, "the  
22          course history and coursework surrounding  
23          adolescents," do you mean what adolescents  
24          would be taught in the classroom?

25          A.           Can you restate the

CONFIDENTIAL

Page 21

1 question.

2 Q. A minute ago, you referred  
3 to, "course history and coursework  
4 surrounding adolescents." And my question  
5 was if you were referring to the curriculum  
6 or content of what would be taught to  
7 students in the classroom?

8 MS. SCULLION: Objection to  
9 the form of the question.

10 THE WITNESS: The coursework  
11 is a brief recollection of every  
12 assignment, but there is some  
13 familiarity with adolescents in  
14 different age groups.

15 BY MR. KARP:

16 Q. Thank you. Have you  
17 conducted any research on adolescent mental  
18 health or well-being?

19 MS. SCULLION: Objection to  
20 the form of the question.

21 THE WITNESS: During the  
22 coursework, yes, we had to review  
23 many documents that may have  
24 surrounded, but I can't pinpoint  
25 the exact document.

CONFIDENTIAL

Page 22

1 BY MR. KARP:

2 Q. What did that research  
3 entail?

4 A. Just an array of student  
5 experiences, case studies, and responding  
6 to peer discussions within the online  
7 platform systems at both universities.

8 Q. Did any of that research  
9 involve social media?

10 MS. SCULLION: Objection to  
11 the form of the question.

12 THE WITNESS: Not that I  
13 recall, all responses, not that I  
14 recall.

15 BY MR. KARP:

16 Q. Are you the author of any  
17 articles or studies relating to social  
18 media specifically?

19 MS. SCULLION: Objection to  
20 the form of the question.

21 THE WITNESS: Not that I  
22 recall.

23 BY MR. KARP:

24 Q. Have you conducted any  
25 research on social media?

CONFIDENTIAL

Page 23

1 MS. SCULLION: Objection to  
2 the form of the question. Vague.

3 THE WITNESS: The form of  
4 social media is a very broad topic,  
5 but there may have been, again,  
6 some responses in the discussion  
7 board, because each student takes  
8 their own course, but we had to  
9 review many of the submissions, so  
10 I don't recall all of my responses  
11 during that coursework experience.

12 BY MR. KARP:

13 Q. Sitting here today, you do  
14 not recall specifically whether any of the  
15 responses did involve social media, but  
16 they could have; is that fair?

17 A. Yes.

18 Q. I just want to make sure I'm  
19 understanding you correctly. Thank you.

20 When did you first become  
21 aware of this lawsuit?

22 A. At some point during the  
23 school year.

24 Q. And you're referring to the  
25 current school year, meaning the 2024-2025



CONFIDENTIAL

Page 24

1 school year?

2 A. Yes.

3 Q. Do you recall whether it was  
4 2025?

5 A. No, it was not 2025.

6 Q. So it would have been the  
7 fall or winter of 2024?

8 A. The school year began in  
9 July 1 of 2024, so anywhere between that  
10 window of time.

11 Q. Were you involved at all in  
12 the decision to file this lawsuit?

13 A. No.

14 MS. SCULLION: Objection to  
15 the form of the question.

16 THE WITNESS: I apologize.

17 MS. SCULLION: No, no, I was a  
18 little slow there.

19 THE WITNESS: No.

20 BY MR. KARP:

21 Q. How did you first learn of  
22 this lawsuit?

23 MS. SCULLION: So I'm just  
24 going to caution the witness, to  
25 the extent that you had any

CONFIDENTIAL

Page 25

1           conversations or communications,  
2           written or oral, with any lawyers,  
3           you should not be disclosing that.  
4           If you are able to answer the  
5           question without disclosing any  
6           such communications, you can.

7                   THE WITNESS: I'm unable to  
8           answer the question.

9   BY MR. KARP:

10           Q.           I'm handing you tab three.

11                   MS. SCULLION: Emma, would you  
12           mind -- Andrew, can we pause for a  
13           minute, I want to make sure --

14                   MR. KARP: Sure. Can we go  
15           off the record, please?

16                   THE VIDEOGRAPHER: The time  
17           right now is 9:31 p.m. We are off  
18           the record.

19                   - - - - -

20           (Discussion was held off the record.)

21                   - - - - -

22                   THE VIDEOGRAPHER: The time  
23           right now is 9:31 a.m. We're back  
24           on the record.

25

CONFIDENTIAL

Page 26

1 BY MR. KARP:

2 Q. Mr. Mangan, I just handed  
3 you tab three which we will mark as  
4 Exhibit 2. There is a cover sheet here  
5 that says, "File Produced in Native  
6 Format," that just means in the litigation  
7 we got a copy of this in its original form  
8 as a PowerPoint and that's what I printed  
9 for you to review.

10 Do you recognize this  
11 document?

12 A. Yes, the document looks  
13 familiar.

14 - - - - -

15 (Irvington High School Cycle  
16 1 ASP Review PowerPoint Bates  
17 BW\_\_Irvington00507545 marked  
18 Mangan Exhibit 2 for  
19 identification.)

20 - - - - -

21 BY MR. KARP:

22 Q. The cover page of this  
23 document reads, "Irvington High School  
24 Cycle 1 ASP Review."

25 Do you see that?

CONFIDENTIAL

Page 27

1           A.           You're speaking of page  
2   number two?

3           Q.           The cover page, yes.

4           A.           Yes.

5           Q.           ASP stands for annual school  
6   planning; is that right?

7           A.           Annual school plan.

8           Q.           Annual school plan?

9           A.           Yes.

10          Q.           Did you create this  
11   presentation?

12          A.           Parts of it, yes.

13          Q.           If we look at the next  
14   slide, the presentation identifies the  
15   Irvington High School ASP team.

16                      Do you see that?

17          A.           Yes.

18          Q.           And you are one of the  
19   individuals identified here?

20          A.           That's me.

21          Q.           What does it mean to be part  
22   of the Irvington High School ASP team?

23                      MS. SCULLION: Objection to  
24                      the form of the question.

25                      THE WITNESS: What does it

CONFIDENTIAL

Page 28

1                   mean to be part of the annual  
2                   school plan team?

3       BY MR. KARP:

4               Q.           Yes.

5               A.           It means that you have an  
6       opportunity to create a plan that will  
7       benefit students during their journey  
8       through high school support teachers,  
9       community members, stakeholders, families,  
10      as we partner in the journey of education.

11              Q.           So this is the team that  
12      puts together the plan for the school for  
13      the upcoming year?

14              A.           For the current year,  
15      upcoming year, yes.

16              Q.           I apologize that the slides  
17      do not all have page numbers, but if you  
18      turn a few slides into the presentation,  
19      there's a table called, "Student  
20      Demographics IHS."

21              A.           Yes.

22              Q.           Is this one of the slides  
23      that you put together?

24              A.           This is one of the slides  
25      that a member of the team was responsible

CONFIDENTIAL

Page 29

1 for.

2 Q. And this slide provides  
3 information about the demographics of  
4 Irvington High School?

5 A. Yes, during the time period  
6 of this production.

7 Q. And this -- strike that.  
8 Do you have an understanding  
9 of when this annual school plan was  
10 created?

11 MS. SCULLION: Objection to  
12 the form of the question.  
13 Mischaracterizes the document.

14 MR. KARP: You can answer.

15 THE WITNESS: Yes.

16 BY MR. KARP:

17 Q. Does this annual school plan  
18 refer to the 2020 -- or correspond to the  
19 2023-2024 school year?

20 MS. SCULLION: Same  
21 objections.

22 THE WITNESS: Yes.

23 BY MR. KARP:

24 Q. Looking again at the table  
25 of student demographics, is it your

CONFIDENTIAL

Page 30

1 understanding that the data reflected in  
2 this table is correct and accurate?

3 A. Yes, during this period of  
4 time.

5 Q. For the 2023-2024 school  
6 year?

7 A. For the Cycle 1 period of  
8 time.

9 Q. And what is meant by Cycle  
10 1?

11 A. What is meant by Cycle 1 is  
12 the school year is broken up into four  
13 cycles. This document represents the  
14 period of time that occurred within Cycle  
15 1.

16 Q. And what months for, you  
17 know, some of us who may not be as  
18 familiar, what months does Cycle 1  
19 correspond to?

20 A. The months that Cycle 1  
21 corresponds to are September through  
22 November.

23 Q. Thank you.

24 A. The early part of November.

25 Q. Let's turn the page to the

CONFIDENTIAL

Page 31

1 next slide. This table is called,

2 "Vacancies Per Subject Area."

3 Do you see that?

4 A. Yes.

5 Q. Does this table reflect  
6 information regarding teacher vacancies at  
7 Irvington High School?

8 A. Yes, during that time.

9 Q. And thank you for clarifying  
10 that and I'll just reask my question.

11 Does this table titled,  
12 "Vacancies Per Subject Area," reflect  
13 teacher vacancies at Irvington High School  
14 for Cycle 1 of the 2023-2024 school year?

15 A. Yes, this table reflects.

16 Q. Let's look at an example  
17 here. For social studies, this table  
18 indicates that there were seven vacancies.

19 Do you see that?

20 A. Yes.

21 Q. Does that -- what does that  
22 mean?

23 A. That means that some part  
24 during the school year between September  
25 and November, at one time or another, there



CONFIDENTIAL

Page 32

1 were seven vacancies within the social  
2 studies department.

3 Q. Meaning there were seven  
4 unfilled or unoccupied teacher positions in  
5 the social studies department?

6 MS. SCULLION: Objection to  
7 the form of the question.  
8 Mischaracterizes the testimony.

9 THE WITNESS: At that period  
10 of time, there were potentially  
11 seven unfilled vacancies with the  
12 addition of new enrollment sections  
13 due to the number of students that  
14 we had at the time.

15 BY MR. KARP:

16 Q. To the best of your  
17 knowledge, is the information contained in  
18 this table correct and accurate?

19 A. Yes, during that period of  
20 time from September to November.

21 Q. Thank you. Let's turn to  
22 the next slide, which is "Vacancies Per  
23 Student."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 33

1 Q. What information is  
2 contained in this table?

3 MS. SCULLION: Objection to  
4 the form of the question.

5 THE WITNESS: The amount of  
6 vacancies each student may have had  
7 during that period of time.

8 BY MR. KARP:

9 Q. Let's look at another  
10 example. In the middle of the table or the  
11 graph, there is a bar for two vacancy  
12 courses.

13 Do you see that?

14 A. Yes.

15 Q. And according to this slide,  
16 there are 474 students who had two vacancy  
17 courses during Cycle 1 of the 2023-2024  
18 school year; is that right?

19 A. Yes, during that time, they  
20 may have had two.

21 Q. What does it mean for a  
22 student to have a vacancy course?

23 MS. SCULLION: Objection to  
24 the form of the question.

25 THE WITNESS: What it means

CONFIDENTIAL

Page 34

1           for a student to have a vacancy  
2           course is that there was not a  
3           certified teacher working in that  
4           content space.

5       BY MR. KARP:

6           Q.           So according to this chart,  
7           there were 233 students during Cycle 1 who  
8           had no vacancies, no teacher vacancies; is  
9           that right?

10                   MS. SCULLION:   Objection to  
11                   the form of the question.

12                   THE WITNESS:   No certified  
13                   teacher vacancies.   There were  
14                   teachers present in all of the  
15                   classes with highly qualified  
16                   certifications or substitute  
17                   certifications.

18       BY MR. KARP:

19           Q.           And just to clarify, I was  
20           asking about the column all the way on the  
21           left or the bar all the way on the left  
22           where it says, "no vacancies," those  
23           students had no teacher vacancies; is that  
24           right?

25                   MS. SCULLION:   Objection to

CONFIDENTIAL

Page 35

1 the form of the question.

2 Mischaracterizes the testimony and  
3 asked and answered.

4 THE WITNESS: Those students  
5 had a highly qualified certified  
6 teacher.

7 BY MR. KARP:

8 Q. Looking a little bit to the  
9 right, there were 155 students who have  
10 four vacancy courses, correct, during Cycle  
11 1?

12 A. Yes.

13 Q. What does Irvington High  
14 School do in situations where they have  
15 teacher vacancies?

16 MS. SCULLION: Objection to  
17 the form of that question. Broad.

18 THE WITNESS: We initiate an  
19 opportunity to recruit new  
20 teachers. We offer students  
21 qualified instruction through a  
22 bevy of opportunities.

23 BY MR. KARP:

24 Q. And how does Irvington High  
25 School offer students a qualified -- excuse

CONFIDENTIAL

Page 36

1 me, strike that.

2 How does Irvington High  
3 School offer students qualified instruction  
4 when there are teacher vacancies?

5 MS. SCULLION: Objection to  
6 the form of the question.

7 THE WITNESS: At one  
8 particular point, the content area  
9 supervisor provided instructional  
10 coursework and then during that  
11 period of time in Cycle 1, we  
12 transitioned to an online platform  
13 called Imagine Learning with a  
14 sub-platform called Ingenuity.

15 BY MR. KARP:

16 Q. Would the content area  
17 supervisor that you just mentioned be the  
18 department head?

19 A. Yes.

20 Q. So for Cycle 1 of the  
21 2023-2024 school year, Irvington High  
22 School started using Imagine Learning and  
23 Ingenuity to provide instruction when there  
24 were teacher vacancies?

25 MS. SCULLION: Objection to

CONFIDENTIAL

Page 37

1                   the form of the question and  
2                   mischaracterizes the testimony.

3                   THE WITNESS:    Yes.

4       BY MR. KARP:

5               Q.           Does Irvington High School  
6       continue to use those virtual learning  
7       platforms today?

8               A.           Currently today, we utilize  
9       the Imagine Learning platform.

10              Q.           Do students access -- or  
11       strike that.

12                       When a student is -- or  
13       strike that too.

14                       To access the Imagine  
15       Learning and Ingenuity platforms, do  
16       Irvington High School students use their  
17       Chromebooks?

18              A.           Yes.

19              Q.           You can put this document to  
20       the side.

21                       Mr. Mangan, do teacher  
22       vacancies put a strain on Irvington High  
23       School?

24                       MS. SCULLION:   Objection to  
25       the form of the question.

CONFIDENTIAL

Page 38

1 THE WITNESS: In some  
2 capacities, yes.

3 BY MR. KARP:

4 Q. In what way?

5 A. It puts a strain on the  
6 student experience.

7 Q. In what ways does -- do  
8 teacher vacancies put a strain on the  
9 student experience?

10 A. The need to interact with  
11 live instructors that are certified within  
12 their content area would put a strain on a  
13 particular student or two.

14 Q. And would that have a  
15 negative impact on academic performance?

16 MS. SCULLION: Objection to  
17 the form of the question.

18 THE WITNESS: Not in most  
19 cases.

20 BY MR. KARP:

21 Q. In some cases?

22 MS. SCULLION: Same  
23 question -- same objection, sorry.

24 THE WITNESS: In some cases.  
25

CONFIDENTIAL

Page 39

1 BY MR. KARP:

2 Q. Do teacher vacancies require  
3 Irvington High School to pull in other  
4 staff members to supervise classrooms  
5 during the day?

6 MS. SCULLION: Objection to  
7 the form of the question.

8 THE WITNESS: Supervise in  
9 what capacity?

10 BY MR. KARP:

11 Q. To the extent that Irvington  
12 High School wants a staff member present in  
13 the classroom during the school day while  
14 there are students present, are other staff  
15 members who are not teachers asked to come  
16 into these classrooms and supervise or  
17 oversee the class while they're doing their  
18 virtual learning assignments?

19 MS. SCULLION: Objection to  
20 the form of the question.

21 THE WITNESS: Substitute  
22 teachers staff the classrooms.  
23 Other noninstructional staff  
24 members are not required or asked  
25 to supervise those students in any



CONFIDENTIAL

Page 40

1 capacity or any structure.

2 BY MR. KARP:

3 Q. Do teacher vacancies at  
4 Irvington High School have an impact on how  
5 other non-teacher staff members at  
6 Irvington High School spend their time?

7 MS. SCULLION: Objection to  
8 the form of the question,  
9 overbroad, vague.

10 THE WITNESS: A very vague  
11 question.

12 BY MR. KARP:

13 Q. I will ask it again in a  
14 slightly different way. Do other staff  
15 members at Irvington High School -- or  
16 strike that.

17 Are other staff members at  
18 Irvington High School asked to step in to  
19 fill the gap of these teacher vacancies?

20 MS. SCULLION: Objection to  
21 the form of the question.

22 THE WITNESS: There are many  
23 capacities at the high school, but  
24 none are asked to step to the  
25 capacity of a live teacher when

CONFIDENTIAL

Page 41

1                   there's a substitute teacher  
2                   present.

3       BY MR. KARP:

4               Q.           Have teacher vacancies led  
5       some staff members, for example, a guidance  
6       counselor or an HSSC, to be pulled into  
7       administrative duties that would otherwise  
8       be handled by a teacher?

9                   MS. SCULLION:   Objection to  
10                  the form of the question.

11                 THE WITNESS:   No, again, you  
12       utilize the word, "administrative  
13       duties," those duties are  
14       particularly for administrators.  
15       School counselors and HSSCs rotate  
16       into the classes as a form of their  
17       responsibilities to check in with  
18       students, not to deliver  
19       instruction.

20       BY MR. KARP:

21               Q.           And that's not related to  
22       the teacher vacancies?

23                   MS. SCULLION:   Objection to  
24                  the form of the question.

25                   THE WITNESS:   No.

CONFIDENTIAL

Page 42

1 BY MR. KARP:

2 Q. I'm handing you tab six,  
3 which we'll mark as Exhibit 3.

4 A. This font is small.

5 Q. I apologize -- I apologize  
6 for the small font. It should be enlarged  
7 on your screen to the extent that I'm  
8 referring to different sections of the  
9 document.

10 MS. SCULLION: And you're  
11 welcome to use either.

12 THE WITNESS: Okay.

13 MS. SCULLION: Could we  
14 enlarge the document?

15 THE EXHIBIT TECH: Yes, just  
16 what part?

17 MR. KARP: The top of the  
18 document. Thanks, Olivia.

19 Mr. Mangan, do you recognize  
20 this document?

21 THE WITNESS: This document  
22 looks familiar.

23 - - - - -

24 (Irvington High School  
25 2023-2024 School Performance

CONFIDENTIAL

Page 43

1 Report marked Mangan Exhibit 3  
2 for identification.)

3 - - - - -

4 BY MR. KARP:

5 Q. Is this a School Performance  
6 Report for Irvington High School for the  
7 2023-2024 school year?

8 A. It appears to state  
9 performance report on the document, yes.

10 Q. And these School Performance  
11 Reports are issued by the New Jersey  
12 Department of Education, correct?

13 A. Yes.

14 Q. This is publicly available  
15 information?

16 A. To the best of my knowledge,  
17 yes.

18 Q. In your role as principal of  
19 Irvington High School, do you review School  
20 Performance Reports that are put out by the  
21 New Jersey Department of Education?

22 MS. SCULLION: Objection to  
23 the form of the question.

24 THE WITNESS: Yes, I review  
25 Irvington High School's performance

CONFIDENTIAL

Page 44

1 reports.

2 BY MR. KARP:

3 Q. Let's look at the section  
4 called, "School Highlights Reported by the  
5 District." This is on the first page.

6 Do you see that?

7 A. Yes.

8 Q. And the first bullet in that  
9 section reads, "The 2023-2024 year saw  
10 growth in ELA and Math, with progress among  
11 Hispanic and SPED students. Chronic  
12 absenteeism fell 14 percent, and seniors  
13 earned \$13 million -- more than \$13 million  
14 in scholarships showcasing academic  
15 success."

16 Do you see that?

17 A. Yes.

18 Q. Are you familiar with these  
19 particular highlights that were reported by  
20 the district?

21 A. Yes, I am familiar.

22 Q. So during the 2023-2024  
23 school year, chronic absenteeism at  
24 Irvington High School fell; is that right?

25 A. I can't recall exactly to

CONFIDENTIAL

Page 45

1 speak to that language.

2 Q. Does Irvington High School  
3 supply the state with information to be  
4 used in putting together this School  
5 Performance Report?

6 A. Yes.

7 Q. And this section is titled,  
8 "School Highlights Reported by the  
9 District," correct?

10 A. Yes.

11 Q. So this would have been  
12 information that the district reported to  
13 the state, right?

14 A. Yes.

15 Q. Let's take a look at the  
16 table just below this section called, "How  
17 did students perform on assessments?"

18 Do you see that?

19 A. Yes.

20 Q. According to this report,  
21 "This section shows the percentage of  
22 students who met or exceeded expectations  
23 on statewide assessments (NJSLA and DLM).  
24 This percentage reflects the federal  
25 proficiency rate which makes adjustments to

CONFIDENTIAL

Page 46

1 the proficiency rate if the participation  
2 rate was below 95 percent to ensure  
3 reporting on at least 95 percent of  
4 students. The chart indicates whether  
5 performance was above the state average or  
6 above 80 percent proficient."

7 Do you see that?

8 A. Yes.

9 Q. And for mathematics,  
10 Irvington High School -- my apologies, I  
11 was looking at the bottom of the -- of the  
12 table there. Strike that.

13 For English and language  
14 arts, English language arts, Irvington High  
15 School was at 25.8 percent below the state.

16 Do you see that?

17 A. I see that.

18 Q. If we turn the page, we see  
19 that for mathematics, the state reported  
20 that less than 10 percent of students met  
21 or exceeded expectations.

22 Do you see that?

23 A. Yes.

24 Q. Do you have any reason to  
25 doubt the correctness or the accuracy of

CONFIDENTIAL

Page 47

1 the data that's reported by the New Jersey  
2 Department of Education?

3 MS. SCULLION: Objection to  
4 the form of the question.

5 THE WITNESS: Do I have any  
6 reason to doubt the information? I  
7 have no reason to doubt the  
8 information.

9 BY MR. KARP:

10 Q. We can put this document to  
11 the side.

12 I'm handing you tab seven  
13 which we'll mark as Exhibit 4.

14 - - - - -

15 (Annual School Planning  
16 2023-2024 Bates  
17 BW\_\_Irvington00334437 to 00334493  
18 marked Mangan Exhibit 4 for  
19 identification.)

20 - - - - -

21 BY MR. KARP:

22 Q. This document is called,  
23 "Annual School Planning 2023-2024."

24 Do you see that on the first  
25 page?



CONFIDENTIAL

Page 48

1 A. Yes.

2 Q. Did you have a role in  
3 putting together this document?

4 MS. SCULLION: Objection to  
5 the form of the question.

6 THE WITNESS: No.

7 BY MR. KARP:

8 Q. This predated your time as  
9 principal at Irvington High School,  
10 correct?

11 A. Yes, partly.

12 Q. Let's turn to the very last  
13 page of this document, page 57.

14 A. The very last page.

15 Q. Do you see that there's a  
16 certification by Celeste Banks?

17 MS. SCULLION: Objection to  
18 the form of the question.

19 THE WITNESS: I see a document  
20 certified by Celeste Banks, yes.

21 BY MR. KARP:

22 Q. And date of that  
23 certification is July 3, 2023, correct?

24 MS. SCULLION: Objection to  
25 the form of the question,

CONFIDENTIAL

Page 49

1 foundation.

2 THE WITNESS: Yes.

3 BY MR. KARP:

4 Q. At that point in time, you  
5 would have been principal of Irvington High  
6 School for roughly a month?

7 A. No.

8 Q. When did you become -- when  
9 exactly did you become principal at  
10 Irvington High School?

11 A. If memory serves me,  
12 July 15th, board approval, around that  
13 window of time, start date -- I'm sorry,  
14 June 15th, during that window of time,  
15 start date June the 20-something eighth,  
16 seventh, around that time.

17 Q. So this document was signed  
18 by Celeste -- strike that.

19 Celeste Banks certified this  
20 document right at the time that you were  
21 joining Irvington High School as its  
22 principal; is that right?

23 MS. SCULLION: Objection to  
24 the form of the question. Lacks  
25 foundation.

CONFIDENTIAL

Page 50

1 THE WITNESS: As I stated  
2 previously, partly, yes.

3 BY MR. KARP:

4 Q. Putting aside whether you  
5 created any part of this document, are you  
6 familiar with the information that's  
7 contained in this document?

8 MS. SCULLION: Objection to  
9 the form of the question.

10 THE WITNESS: At the  
11 origination of this document, I was  
12 not the principal, because this  
13 document is produced in the  
14 previous school year.

15 When I onboarded as  
16 principal, this document was  
17 submitted and then we had the  
18 opportunity to update the  
19 document while I was a principal.

20 BY MR. KARP:

21 Q. So you received a copy of  
22 this document when you became principal of  
23 Irvington High School?

24 A. I logged into the state  
25 portal which housed the document and viewed

CONFIDENTIAL

Page 51

1 the document there.

2 Q. And then throughout the year  
3 ahead, you were afforded opportunities to  
4 update this annual school plan?

5 A. Yes, we were allowed  
6 opportunities to produce amendments.

7 Q. Do you recall making any  
8 amendments?

9 A. Yes.

10 Q. And what did those  
11 amendments relate to?

12 A. The amendments related to  
13 updating the team members, the updated  
14 staff members who were working at the high  
15 school during my tenure. And also the  
16 implementation of strategies and action  
17 steps that would support the plan that was  
18 previously created prior to the arrival.

19 Q. Let's turn to page 10.  
20 There's a table on this page with  
21 information regarding academic performance  
22 in ELA and math; is that correct?

23 MS. SCULLION: Objection to  
24 the form of the question, vague.

25 THE WITNESS: I see ELA data

CONFIDENTIAL

Page 52

1 and some math data, yes.

2 BY MR. KARP:

3 Q. On the left-hand side, there  
4 is a column called, "Data Source."

5 Do you see that?

6 A. Yes.

7 Q. And under, in that column,  
8 the table says, "Benchmark Assessment  
9 Participation."

10 Do you see that?

11 A. Yes.

12 Q. If we look all the way to  
13 the right, there are observations and  
14 trends for ELA and math.

15 Do you see that?

16 A. Yes.

17 Q. At the end of the section on  
18 ELA, this annual school plan states,  
19 "Possible causes for the lack of mastery  
20 was attributed to vacancies of teachers and  
21 chronic absenteeism."

22 Do you see that?

23 A. Am I speaking to the math  
24 highlight or the ELA highlight?

25 Q. At the bottom of the ELA

CONFIDENTIAL

Page 53

1 section.

2 MS. SCULLION: Yeah, we had  
3 different language highlighted on  
4 the screen.

5 BY MR. KARP:

6 Q. Oh, apologies. I'll ask my  
7 question again. At the bottom of the ELA  
8 section for English language arts, the  
9 annual school plan states, "Possible causes  
10 for the lack of mastery was attributed to  
11 vacancies of teachers and chronic  
12 absenteeism."

13 Do you see that?

14 A. Yes.

15 Q. At this point in time,  
16 Irvington High School attributed its  
17 performance in ELA to teacher vacancies and  
18 chronic absenteeism, correct?

19 MS. SCULLION: Objection to  
20 the form of the question,  
21 mischaracterizes the document, and  
22 lacks foundation.

23 THE WITNESS: This document  
24 speaks to an assessment window  
25 prior to my tenure as principal.

CONFIDENTIAL

Page 54

1 BY MR. KARP:

2 Q. Do teacher vacancies and  
3 chronic absenteeism pose challenges to  
4 Irvington High School today?

5 MS. SCULLION: Objection to  
6 the form of the question.

7 THE WITNESS: Yes.

8 BY MR. KARP:

9 Q. Do these two issues -- or  
10 strike that.

11 Is this statement about ELA  
12 performance and the effect of teacher  
13 vacancies and chronic absenteeism true of  
14 Irvington High School today?

15 MS. SCULLION: Objection to  
16 the form of the question.  
17 Mischaracterizes the document.

18 MS. HENRY: Jen, could you  
19 keep your objections within the  
20 bounds of 30(c)(2)?

21 MS. SCULLION: I am.

22 MS. HENRY: Non-suggestive --

23 MS. SCULLION: I am.

24 MS. HENRY: No, you're not.

25 MS. SCULLION: I am.

CONFIDENTIAL

Page 55

1 MS. HENRY: You're not.  
2 You're suggesting to the witness.  
3 Please keep it within bounds of  
4 Federal Rules of Civil Procedure.

5 MS. SCULLION: I would ask  
6 that the questions not  
7 mischaracterize the documents that  
8 are in front of the witness.

9 MS. HENRY: Objection to form  
10 is what's appropriate, and you know  
11 it.

12 MS. SCULLION: And I'm making  
13 a succinct objection that advises  
14 counsel if he wishes to correct his  
15 question.

16 MS. HENRY: He can ask.

17 BY MR. KARP:

18 Q. I'll reask my question. Mr.  
19 Mangan, is this statement that, "the  
20 possible causes for the lack of mastery in  
21 ELA was attributable to teacher vacancies  
22 and chronic absenteeism" true of Irvington  
23 High School today?

24 A. That question speaks to the  
25 tenure before my tenure at Irvington High



CONFIDENTIAL

Page 56

1 School.

2 Q. Do teacher vacancies have an  
3 effect on ELA performance at Irvington High  
4 School today?

5 MS. SCULLION: Objection to  
6 the form of the question.

7 THE WITNESS: At Irvington  
8 High School today, we have zero  
9 teacher vacancies in ELA.

10 BY MR. KARP:

11 Q. In the 2023-2024 school year  
12 when you were principal, did you have any  
13 teacher vacancies in ELA?

14 A. During the transition from  
15 July through the period of Cycle 1, there  
16 were some vacancies in ELA.

17 Q. Did that have an effect on  
18 student performance in ELA?

19 MS. SCULLION: Objection to  
20 the form of the question.

21 THE WITNESS: I don't have the  
22 data point to answer that question.

23 BY MR. KARP:

24 Q. Is chronic absenteeism a  
25 problem for Irvington High School?

CONFIDENTIAL

Page 57

1 MS. SCULLION: Objection to  
2 the form of the question.

3 THE WITNESS: Yes.

4 BY MR. KARP:

5 Q. Is it a priority for  
6 Irvington High School to lower chronic  
7 absenteeism rates at the high school?

8 A. Yes, it's a goal --

9 Q. And I didn't mean to cut you  
10 off, sorry.

11 A. Yes, it's a goal at  
12 Irvington High School to lower school  
13 avoidance, yes.

14 Q. Why is it a goal -- strike  
15 that.

16 Why does Irvington High  
17 School have the goal to lower rates of  
18 chronic absenteeism or school avoidance?

19 A. During the tenure here at  
20 Irvington High School, there was a period  
21 of time prior to my tenure where students  
22 did not feel safe, which led to school  
23 avoidance.

24 Q. Students didn't feel safe  
25 coming to school?

CONFIDENTIAL

Page 58

1           A.           For some reason or other,  
2       yes.

3           Q.           And were those safety  
4       concerns related to violence at Irvington  
5       High School?

6                       MS. SCULLION:   Objection to  
7       the form of the question.

8                       THE WITNESS:   Those safety  
9       concerns were -- contributed to  
10      some physical altercation violence  
11      at the high school, yes.

12   BY MR. KARP:

13          Q.           Fighting at the high school,  
14      is that what you mean?

15          A.           Fighting, physical  
16      aggression, yes.

17          Q.           Is gang violence an issue  
18      for Irvington High School?

19                       MS. SCULLION:   Objection to  
20      the form of the question.

21                       THE WITNESS:   Can you  
22      categorize, what do you call a  
23      gang?

24   BY MR. KARP:

25          Q.           Does Irvington High School

CONFIDENTIAL

Page 59

1 have an understanding of what a gang is?

2 MS. SCULLION: Objection to  
3 the form of the question.

4 BY MR. KARP:

5 Q. Or strike that.

6 What is Irvington High  
7 School's understanding of gangs?

8 MS. SCULLION: Objection to  
9 the form of the question,  
10 foundation.

11 THE WITNESS: What Irvington  
12 High School's understanding of a  
13 gang is what can be compounded as a  
14 representation of a group.

15 BY MR. KARP:

16 Q. Does Irvington High School  
17 have -- or strike that.

18 What does Irvington High  
19 School consider to be a gang?

20 MS. SCULLION: Objection to  
21 the form of the question,  
22 foundation.

23 THE WITNESS: What considers a  
24 gang, a group.

25

CONFIDENTIAL

Page 60

1 BY MR. KARP:

2 Q. And to the extent -- are  
3 Irvington -- are Irvington High School  
4 students members of these groups that the  
5 high school considers gangs?

6 MS. SCULLION: Objection to  
7 the form of the question,  
8 foundation.

9 THE WITNESS: I'm unaware of  
10 what you're categorizing a group or  
11 gang and their memberships. Do you  
12 have a specific?

13 BY MR. KARP:

14 Q. Does Irvington High School  
15 offer gang awareness training?

16 A. Irvington High School does  
17 not offer any gang awareness training, but  
18 the district does.

19 Q. And the district's -- when  
20 the district offers gang awareness  
21 training, what groups or gangs is it  
22 referring to?

23 MS. SCULLION: Objection to  
24 the form of the question,  
25 foundation.

CONFIDENTIAL

Page 61

1 THE WITNESS: It speaks to  
2 groups that are not present at  
3 Irvington High School.

4 BY MR. KARP:

5 Q. So no students at Irvington  
6 High School are members of gangs?

7 MS. SCULLION: Objection to  
8 the form of the question,  
9 foundation.

10 THE WITNESS: No known  
11 students. I am unaware of any  
12 students formally introducing me as  
13 being aware that they are a part of  
14 a particular gang.

15 BY MR. KARP:

16 Q. Is gang violence an issue  
17 for the Irvington community more generally?

18 MS. SCULLION: Objection to  
19 the form of the question.

20 THE WITNESS: I can't speak to  
21 violence in the community. I work  
22 here at Irvington High School. If  
23 we speak to Irvington High School,  
24 during my tenure, I can speak to  
25 the issues that we have faced over

CONFIDENTIAL

Page 62

1 time.

2 BY MR. KARP:

3 Q. And you've referred to your  
4 tenure a couple of times, I just want to  
5 make sure we're on the same page. When you  
6 say, "during your tenure," what do you  
7 mean?

8 A. As principal of Irvington  
9 High School.

10 Q. So when you say, "prior to  
11 your tenure," you mean before that time,  
12 before you became principal of Irvington  
13 High School?

14 A. Yes.

15 Q. You're not including your  
16 time coaching for Irvington High School?

17 A. No, because at that point, I  
18 wasn't able to speak to these instances  
19 that occur during the school day.

20 Q. You said you can't speak to  
21 gang violence in the community, is that  
22 what you just told me?

23 A. I'm unaware of what is  
24 categorized as gang violence in the  
25 community.

CONFIDENTIAL

Page 63

1 Q. Does Irvington High School  
2 understand what its students are doing  
3 outside of school?

4 MS. SCULLION: Objection to  
5 the form of the question.  
6 Foundation. I just remind counsel,  
7 he's not here as a 30(b)(6)  
8 witness, so you're asking about  
9 Irvington High School.

10 MR. KARP: Thank you. Thank  
11 you.

12 MS. SCULLION: Okay.

13 BY MR. KARP:

14 Q. I will rephrase the  
15 question. Mr. Mangan, do you know what  
16 students are doing when they're not in  
17 school?

18 A. That's a very vague  
19 question.

20 Q. Do you know what Irvington  
21 High School students are doing when they're  
22 not here at school receiving instruction?

23 A. I cannot speak to all of the  
24 students' interactions, behaviors, and  
25 experiences outside of Irvington High



CONFIDENTIAL

Page 64

1 School.

2 Q. Do you know what students  
3 are doing on their cell phones outside of  
4 school?

5 A. I can speak to the result of  
6 utilizing their cell phones when they come  
7 to school from an issue that occurred  
8 outside of school, yes.

9 Q. Do you know how many hours  
10 an Irvington High School student spends on  
11 his or her cell phone outside of school?

12 A. I am unaware of the amount  
13 of time that a student or hours the student  
14 may spend on their cell phone outside of  
15 school.

16 Q. Does Irvington -- do you  
17 track or monitor whether a student is  
18 playing video games on his cell phone or  
19 texting on his cell phone or using social  
20 media on his cell phone?

21 MS. SCULLION: Objection to  
22 the form of the question.

23 THE WITNESS: No, I cannot.

24 BY MR. KARP:

25 Q. Do you have any data or --

CONFIDENTIAL

Page 65

1 do you have any data on how students are  
2 using their cell phones outside of school?

3 A. When we speak to data, can  
4 you clarify -- yes, I can speak to data.

5 Q. What data can you speak to?

6 A. The amount of instances that  
7 we have to investigate as a result of  
8 social media interactions.

9 Q. And do you know how many  
10 social media -- how much time a student is  
11 spending on social media outside of school?

12 MS. SCULLION: Objection to  
13 the form of the question. Asked  
14 and answered.

15 THE WITNESS: No, I cannot  
16 speak to the time amount.

17 BY MR. KARP:

18 Q. Do you track what students  
19 are doing outside of school?

20 A. That's a very vague  
21 question, because we have extracurricular  
22 activities that occur outside of school.

23 Q. When students are not at  
24 Irvington High School for -- for  
25 instruction or extracurricular activities

CONFIDENTIAL

Page 66

1 or some school-sponsored event, do you know  
2 what they're doing with their time?

3 A. Vaguely.

4 Q. Do you know specifically  
5 what social media -- strike that.

6 Do you know what social  
7 media accounts -- strike that.

8 Do you know how many  
9 Irvington High School students have a  
10 Facebook account?

11 A. I'm unaware of the amount of  
12 students who have it.

13 Q. Do you know how many  
14 Irvington High School students have an  
15 Instagram account?

16 A. I'm unaware of how many  
17 accounts each student would have in social  
18 media.

19 Q. Are you aware of -- or  
20 strike that.

21 Do you know how many  
22 students at Irvington High School have a  
23 SnapChat account?

24 A. I'm unaware of how many  
25 students have any amount of social media

CONFIDENTIAL

Page 67

1 accounts.

2 Q. Are you aware of how many  
3 Irvington High School students have a  
4 YouTube account?

5 A. I'm unaware of the amount of  
6 students who have any social media  
7 accounts.

8 Q. Are you aware of or do you  
9 know how many Irvington High School  
10 students have TikTok accounts?

11 A. I'm unaware of the amount of  
12 students that have any social media  
13 accounts.

14 Q. Do you know if there are  
15 Irvington High School students who don't  
16 have social media at all?

17 A. I'm unaware of any Irvington  
18 High School students that have any or none  
19 social media accounts.

20 Q. Does every Irvington High  
21 School student have a cell phone?

22 A. I'm unaware of how many  
23 students may be in possession of a cell  
24 phone at any time.

25 Q. Let's turn to pages 17 and

CONFIDENTIAL

Page 68

1 18 of this document. Page 17 includes data  
2 relating to the attendance rate at  
3 Irvington High School, correct?

4 A. Yes.

5 Q. In the middle column called,  
6 "Prepopulated Data," this annual school  
7 plan reports that the overall year to date  
8 student attendance average was  
9 45.64 percent.

10 Do you see that?

11 A. Yes, I see that.

12 Q. What does that mean?

13 MS. SCULLION: Objection to  
14 the form of the question.

15 THE WITNESS: This  
16 particularly speaks to the data  
17 populated during that window of  
18 time.

19 BY MR. KARP:

20 Q. What is the -- what is a  
21 student attendance average as that term is  
22 used in the annual school plan?

23 A. What is a student attendance  
24 average? I'm unsure how to answer that  
25 question.

CONFIDENTIAL

Page 69

1 Q. What is the significance of  
2 45.64 percent?

3 MS. SCULLION: Objection to  
4 the form of the question.

5 THE WITNESS: According to  
6 this document, it represents the  
7 overall year-to-date student  
8 attendance average for students at  
9 Irvington High School for some  
10 period of time that I'm unaware of.

11 BY MR. KARP:

12 Q. And I'll ask my question a  
13 little bit differently and I'm not trying  
14 to be obtuse here. Does a 45.64 percent  
15 overall year-to-date student attendance  
16 average mean that on average, students  
17 attended class 45.64 percent of the time?

18 A. If that's the way that  
19 you're interpreting the document.

20 Q. And my question to you is,  
21 what is your interpretation of this annual  
22 school plan and what that number means?

23 MS. SCULLION: Objection to  
24 the form of the question.

25 THE WITNESS: That's fair. My

CONFIDENTIAL

Page 70

1                   interpretation is that 4.5 students  
2                   out of ten miss school at some  
3                   particular period of time during  
4                   the school year before I was the  
5                   principal here.

6       BY MR. KARP:

7                   Q.           Thank you. If we look over  
8                   to the right under observations and trends,  
9                   at the top of the second paragraph, this  
10                  annual school plan indicates that due to  
11                  the 2021 -- excuse me, let me start that  
12                  over. Under observations and trends, the  
13                  annual school plan reports that, "Due to  
14                  the 2021-2022 school year ending with  
15                  60 percent chronic absenteeism, attendance  
16                  groups were created for the 2022-2023  
17                  school year."

18                               Do you see that?

19                  A.           Yes.

20                  Q.           Is it your understanding  
21                  that there was a 60 percent chronic  
22                  absenteeism rate for the 2021-2022 school  
23                  year at Irvington High School?

24                  A.           It is not my understanding,  
25                  because I'm unaware of this data point. I

CONFIDENTIAL

Page 71

1 was not the principal here during that  
2 time.

3 Q. Do you have any reason to  
4 doubt the accuracy of this data point?

5 A. I don't have any reason to  
6 speak to any of these data points without  
7 prior knowledge and documents to review to  
8 speak to that number.

9 Q. Is this annual school plan  
10 submitted to the New Jersey Department of  
11 Education?

12 A. This annual school plan was  
13 submitted to the department of education.

14 Q. And is it your expectation  
15 that the information that Irvington High  
16 School submits to the New Jersey Department  
17 of Education is complete and accurate?

18 MS. SCULLION: Objection to  
19 the form of the question.

20 THE WITNESS: Yes, under my  
21 tenure, we will ensure that we do  
22 our due diligence to ensure the  
23 data is accurate, consistent.

24 BY MR. KARP:

25 Q. This document refers to



CONFIDENTIAL

Page 72

1 attendance groups.

2 Do you see that?

3 A. This document speaks to the  
4 creation of attendance groups.

5 Q. Do you know what attendance  
6 groups are?

7 A. Yes.

8 Q. What are attendance groups?

9 A. Attendance groups can be  
10 categorized in many forms. Perfect  
11 attendance groups, chronic absenteeism  
12 attendance groups, and sporadic attendance  
13 groups.

14 Q. And what are those different  
15 attendance groups -- or strike that.

16 What is the purpose of an  
17 attendance group?

18 A. The purpose of an attendance  
19 group can have many functions that would  
20 support the student during their journey of  
21 high school here at Irvington High.

22 Q. And this is a group that  
23 promotes higher attendance or better  
24 attendance?

25 MS. SCULLION: Objection to

CONFIDENTIAL

Page 73

1 the form of the question.

2 THE WITNESS: In some cases,  
3 it promotes and celebrates students  
4 who contribute to high attendance.

5 BY MR. KARP:

6 Q. Let's take a quick look at  
7 page 30. This table is called, "Priority  
8 Performance Needs and Root Cause Analysis."  
9 Sorry, let me know when you get there.

10 A. I would just like to see  
11 something first. Okay, yes.

12 Q. The table on page 30 is  
13 titled, "Priority Performance Needs and  
14 Root Cause Analysis."

15 Do you see that?

16 A. Yes.

17 Q. The second item here is  
18 social and emotional learning.

19 Do you see that?

20 A. Yes, I see it.

21 Q. And that falls under area of  
22 focus for SMART Goals.

23 Do you see that?

24 A. Yes.

25 Q. What is a SMART Goal?

CONFIDENTIAL

Page 74

1           A.           A SMART Goal is a goal that  
2           categorizes an umbrella of the school's  
3           function.

4           Q.           For social and emotional  
5           learning, the priority performance need  
6           column indicates, "Based on discipline  
7           referral data, negative student behaviors  
8           resulting in suspensions impact the  
9           continuity of academic progress."

10                       Do you see that?

11           A.           Yes, I see that.

12           Q.           And that is the need that  
13           Irvington High School articulated for this  
14           SMART Goal of social and emotional  
15           learning, correct?

16           A.           Yes.

17           Q.           If we look to the right, for  
18           possible root causes, this plan reports  
19           that, "Students exhibit an inability to  
20           appropriately express emotions. Students  
21           exhibit poor problem solving skills and  
22           conflict resolution, and low participation  
23           in extracurricular and clubs."

24                       Do you see that?

25           A.           Yes, sir.

CONFIDENTIAL

Page 75

1 Q. Cell phone list is not  
2 listed as a possible root cause, correct?

3 A. It's not listed here, no.

4 Q. Social media use is not  
5 listed as a possible root cause, correct?

6 A. It's not listed here.

7 Q. If we look to the right  
8 under strategies to address challenge,  
9 there are three strategies listed, correct?

10 A. Yes.

11 Q. The first is to "Implement  
12 school-wide positive behavior and support,  
13 (PBSIS) strategies," correct?

14 A. Yes.

15 Q. The second is to, "Increase  
16 social competence through social-emotional  
17 learning activities."

18 Do you see that?

19 A. Yes.

20 Q. The third is to, "Provide  
21 opportunities for extracurricular  
22 activities in the form of sports and  
23 clubs."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 76

1 Q. As a strategy to address  
2 this challenge, the high school did not  
3 list confiscating cell phones, correct?

4 A. No, they did not list that  
5 as a strategy.

6 Q. The individuals who put  
7 together this annual school plan did not  
8 identify reducing social media use as a  
9 strategy to address this challenge,  
10 correct?

11 A. I can't speak to the  
12 analysis that was performed by that  
13 leadership team.

14 Q. Reducing social media use  
15 among students is not listed as a strategy  
16 in this document, correct?

17 A. On this page, I do not see  
18 that listed.

19 Q. And I'll rephrase the  
20 question. As a strategy for addressing the  
21 social media -- strike that.

22 As a strategy for addressing  
23 the social and emotional learning SMART  
24 Goal that was set by the high school, this  
25 annual school plan does not include

CONFIDENTIAL

Page 77

1 reducing social media use, correct?

2 MS. SCULLION: Objection to  
3 the form of the question.

4 THE WITNESS: I would need  
5 some time to look through the  
6 totality of this version of the  
7 document, but as it appears in  
8 front of me, I don't see the media  
9 aspect of social present.

10 BY MR. KARP:

11 Q. We can put this to the  
12 document and we also have been going for  
13 about an hour. This might be a good time  
14 to take a break.

15 THE VIDEOGRAPHER: The time  
16 right now is 10:25 a.m. We are off  
17 the record.

18 - - - - -

19 (A recess was taken at this time.)

20 - - - - -

21 THE VIDEOGRAPHER: The time  
22 right now is 10:46 a.m. We're back  
23 on the record.

24 BY MR. KARP:

25 Q. Welcome back, Mr. Mangan.

CONFIDENTIAL

Page 78

1 Can I refer you back to Exhibit 4? And  
2 specifically page 30. Are you there?

3 A. Yes.

4 Q. We were talking a bit about  
5 the SMART Goal focus for social and  
6 emotional learning, do you recall?

7 A. Yes.

8 Q. In the priority performance  
9 need column, the annual school plan  
10 states -- refers to discipline referral  
11 data.

12 Do you see that?

13 A. Yes.

14 Q. Do you know what discipline  
15 referral data is -- is meant by that  
16 statement?

17 MS. SCULLION: Objection to  
18 the form of the question.

19 THE WITNESS: Can you restate  
20 that?

21 BY MR. KARP:

22 Q. Yeah, I apologize, that was  
23 a bit awkward.

24 Are you familiar with  
25 discipline referral data?

CONFIDENTIAL

Page 79

1 A. Yes.

2 Q. What is discipline referral  
3 data?

4 A. Discipline referral data  
5 under my interpretation is many forms of  
6 opportunities to address an action or an  
7 infraction that a student may exhibit.

8 Q. Are discipline referral  
9 forms created as a means of tracking these  
10 disciplinary incidents?

11 A. When you speak to discipline  
12 forms, are you speaking to a specific  
13 document or practice?

14 Q. I'll rephrase. Is this  
15 discipline referral data documented  
16 anywhere?

17 MS. SCULLION: Objection to  
18 the form of the question,  
19 foundation.

20 THE WITNESS: This specific  
21 discipline referral data, I'm  
22 unaware to speak to.

23 BY MR. KARP:

24 Q. Are you aware of other  
25 discipline referral data?



CONFIDENTIAL

Page 80

1 A. Yes.

2 Q. And is that discipline  
3 referral data documented?

4 A. Yes.

5 Q. In what form?

6 A. There are many platforms.

7 MS. SCULLION: Excuse me, I  
8 was just going to lock the door.  
9 Give me one second.

10 MR. KARP: Can we go off the  
11 record?

12 THE VIDEOGRAPHER: The time  
13 right now is 10:49 a.m. We are off  
14 the record.

15 - - - - -

16 (Discussion was held off the record.)

17 - - - - -

18 THE VIDEOGRAPHER: The time  
19 right now is 10:51 a.m. We are  
20 back on the record.

21 BY MR. KARP:

22 Q. Mr. Mangan, just before our  
23 break, I asked if certain discipline  
24 referral data was documented, you said yes.  
25 I said in what form, and you were start to

CONFIDENTIAL

Page 81

1 go say that there are many platforms, do  
2 you recall?

3 A. Yes.

4 Q. Were you done your answer?

5 A. No.

6 Q. Okay. In what form is that  
7 discipline referral data documented?

8 A. One layer of discipline  
9 form -- discipline data is documented in  
10 PowerSchool. There are many other forms,  
11 but one other specific area is the Google  
12 suite.

13 Q. And when you say, "the  
14 Google suite," are you referring to a  
15 Google Drive?

16 A. Google Drive, Google  
17 spreadsheets, Google Forms.

18 Q. So discipline referral data  
19 would be maintained in PowerScore [sic] and  
20 also in Google Forms, Google spreadsheets,  
21 correct?

22 MS. SCULLION: Objection to  
23 the form of the question.

24 THE WITNESS: Yes,  
25 PowerSchool, not PowerScore.

CONFIDENTIAL

Page 82

1 BY MR. KARP:

2 Q. Apologies, PowerSchool, I  
3 misheard you. So if I wanted to see this  
4 discipline referral data, I would look in  
5 PowerSchool or I would look at these Google  
6 Forms and spreadsheets?

7 MS. SCULLION: Objection to  
8 the form of the question.

9 THE WITNESS: Can you restate  
10 the question? I'm sorry, I wasn't  
11 following.

12 BY MR. KARP:

13 Q. That's all right. If I  
14 wanted to see this discipline referral  
15 data, I would look in PowerSchool or I  
16 would look at these Google Forms and  
17 spreadsheets?

18 MS. SCULLION: Same objection.

19 THE WITNESS: Yes.

20 BY MR. KARP:

21 Q. Are these Google Forms and  
22 spreadsheets shared by administrators at  
23 IPS?

24 A. Shared in terms of what way?

25 Q. In terms of who has access.

CONFIDENTIAL

Page 83

1 MS. SCULLION: Andrew, you  
2 said at IPS, did you mean IHS?

3 MR. KARP: I didn't.

4 MS. SCULLION: Okay.

5 BY MR. KARP:

6 Q. But I will ask, I'll reask  
7 the question. Irvington High School  
8 maintains its own discipline referral data?

9 A. The compartment of the  
10 Google suite, yes. The PowerSchool portion  
11 is district-wide.

12 Q. For the Google Forms and  
13 spreadsheets that would contain this  
14 discipline referral data, who has access to  
15 that?

16 A. The administrators here at  
17 the high school.

18 Q. And that would be you and  
19 your vice principals?

20 A. Myself, the assistant  
21 principals, the deans, the social workers,  
22 the school counselors.

23 Q. Thank you. You can put this  
24 document to the side.

25 Mr. Mangan, earlier, you

CONFIDENTIAL

Page 84

1 mentioned that students sometimes avoid  
2 school or are chronically absent was they  
3 don't feel safe at school; is that correct?

4 A. Yes, there is some  
5 particular school avoidance here, yes.

6 Q. You testified earlier that  
7 you were aware of that happening at  
8 Irvington High School, correct?

9 A. Yes.

10 Q. And was that during your  
11 tenure?

12 A. Both.

13 Q. And when you say, "both," do  
14 you mean both during your tenure and  
15 before?

16 A. Yes.

17 Q. To the extent that that was  
18 the case before you became principal of  
19 Irvington High School, do you know for how  
20 long that was the case?

21 A. I'm unaware to know the  
22 longevity of the issues that occurred here.

23 Q. You're generally aware that  
24 before you became principal of Irvington  
25 High School, there was a time when students

CONFIDENTIAL

Page 85

1 were avoiding school because they did not  
2 feel safe?

3 A. I'm unable to speak to  
4 outside of that time.

5 Q. I'm handing you tab nine --

6 MS. SCULLION: Thank you.

7 MR. KARP: -- which we will  
8 mark as Exhibit 5. And I'm only  
9 going to ask you about one section  
10 of this document. But please take  
11 the time that you need to look it  
12 over.

13 - - - - -

14 (Plaintiff's Fact Sheet -  
15 School Districts (Supplemental)  
16 marked Mangan Exhibit 5 for  
17 identification.)

18 - - - - -

19 BY MR. KARP:

20 Q. Mr. Mangan, if you look at  
21 the front page of this document, the title  
22 is, "Plaintiff Fact Sheet - School  
23 Districts (Supplemental)."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 86

1 Q. On the left-hand side, it's  
2 a little bit cut off, but the case caption  
3 refers to Irvington Public Schools.

4 Do you see that?

5 A. I see something that says  
6 that.

7 Q. Have you seen this document  
8 before?

9 A. I can't say that I have.

10 Q. Do you have any  
11 understanding of what this document is?

12 A. No, I don't have any  
13 understanding.

14 Q. Let's take a look at  
15 question 11. Question 11 reads, "Identify  
16 the number of and location of any other  
17 violence perpetrated by an outsider, which  
18 required a cessation of school activities  
19 for the entire district or an entire school  
20 campus, whether you attribute any such  
21 incident to social media use, and if so,  
22 which social media platforms."

23 Do you see that?

24 A. Yes.

25 Q. And I read that correctly?

CONFIDENTIAL

Page 87

1 A. Partly.

2 Q. I left out some of the --  
3 one of the parentheses?

4 A. Yes.

5 Q. And the response that was  
6 given to question 11 is, "During the  
7 2018-2019 school year, a high school  
8 student was fatally gunned down just after  
9 class let out only blocks from Irvington  
10 High School. The School District  
11 attributes the shooting to social media  
12 use, specifically Instagram. The fatal  
13 shooting resulted in a cessation of school  
14 activities at Irvington High School."

15 Do you see that?

16 A. Yes, I see that.

17 Q. And, obviously, this is an  
18 extremely horrible incident. I do have a  
19 couple of questions about it. Are you  
20 familiar with this incident?

21 A. Yes.

22 Q. This incident took place  
23 before you were principal of Irvington High  
24 School, correct?

25 A. Yes.



## CONFIDENTIAL

Page 88

1 Q. How did you become aware of  
2 this incident?

3 A. The decedent, the victim's  
4 mom was transferred to the high school at  
5 one point during the 2023-2024 school year.  
6 It had a traumatic experience with coming  
7 to high school, because she had to travel  
8 past the area of which it occurred on her  
9 way from home to school.

10 Q. The decedent's mom was  
11 transferred to Irvington High School in  
12 what capacity, in what way?

13 A. During that time of the  
14 transfer, the mom was a security officer  
15 within the district.

16 Q. I understand. Thank you.  
17 What impact did this event have on the  
18 mental and emotional well-being of students  
19 in Irvington High School?

20 A. During that time, 2018 to  
21 '19, I was an employee of Irvington School  
22 District. But in my capacity at a previous  
23 district, we did discuss this event.  
24 Because of proximity of the two towns,  
25 there was familiarity with a few of the

CONFIDENTIAL

Page 89

1 students who knew the decedent.

2 Q. Was this particular incident  
3 covered in the national news?

4 A. I'm unaware of the coverage  
5 on the national level, but it was brought  
6 to our attention at our location campus via  
7 a social media post.

8 Q. I'm handing you tab ten,  
9 which we will mark as Exhibit 6.

10 - - - - -

11 (NJ.com News Article marked  
12 Mangan Exhibit 6 for  
13 identification.)

14 - - - - -

15 BY MR. KARP:

16 Q. Have you seen this article  
17 before?

18 A. Yes, I may have viewed this  
19 article.

20 Q. And the title of this  
21 article is, "Gang member who gunned down  
22 rival near New Jersey high school pleads  
23 guilty."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 90

1 Q. And this article was  
2 published on April 15, 2024, so roughly  
3 four or five years after this tragedy took  
4 place, correct?

5 A. Originally published, I  
6 can't speak to that. Yes, it says it  
7 there, but yes.

8 Q. The article indicates that  
9 it was published on April 15, 2024, and  
10 updated on April 17, 2024.

11 Do you see that?

12 A. Yes, this portion of the  
13 story, yes, was published.

14 Q. And I'm not suggesting that  
15 this wasn't covered until four or five  
16 years later, I'm just asking about this  
17 particular article. Does that make sense?

18 A. Yes.

19 Q. And what this article  
20 reports is that, "A north Jersey-based gang  
21 member accused of gunning down a rival near  
22 Irvington High School in 2019 pleaded  
23 guilty Monday, federal prosecutors said."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 91

1 Q. Do you have an understanding  
2 of whether this, this shooting was gang  
3 related?

4 A. I would not be able to speak  
5 to any facts or aspects of this incident.

6 Q. The article goes on to say,  
7 "Elijah Williams a/k/a Lil Smith, 24,  
8 pleaded guilty in Newark federal court to  
9 Racketeer Influenced and Corrupt  
10 Organizations Conspiracy, the U.S.  
11 Attorney's Office District of New Jersey  
12 said in a release."

13 Do you see that?

14 A. Yes.

15 Q. So an individual who  
16 committed this crime pleaded guilty as  
17 reported in this article, correct?

18 MS. SCULLION: Objection to  
19 form, foundation.

20 THE WITNESS: That's what the  
21 article states.

22 BY MR. KARP:

23 Q. As principal of Irvington  
24 High School, do you know if students at  
25 Irvington High School are members of gangs?

CONFIDENTIAL

Page 92

1 MS. SCULLION: Objection.

2 Asked and answered.

3 THE WITNESS: I'm unaware to  
4 speak to any particular student's  
5 membership in an uncharacterized or  
6 categorized, what the gangs are.  
7 I'm unable to speak to that.

8 BY MR. KARP:

9 Q. Irvington High School  
10 doesn't define -- or strike that.

11 Does Irvington High School  
12 know what a gang is?

13 MS. SCULLION: Objection to  
14 form and foundation. And, again,  
15 my concern is it's asking Irvington  
16 High School.

17 BY MR. KARP:

18 Q. I'll withdraw.

19 Principal Mangan, as  
20 principal of Irvington High School, do you  
21 understand what a gang is?

22 A. I have what I believe an  
23 understanding of a gang is, yes.

24 Q. And do you know whether any  
25 of the students at Irvington High School

CONFIDENTIAL

Page 93

1 are members of gangs?

2 MS. SCULLION: Objection.

3 Asked and answered.

4 THE WITNESS: No particular  
5 student has been forthcoming to me  
6 to state whether or not they were a  
7 part of what may be categorized as  
8 a gang.

9 BY MR. KARP:

10 Q. And I'm asking about what  
11 you categorize as a gang.

12 A. Okay. What I categorize as  
13 a gang is two or more people, friends, a  
14 group of students, a gang of students.

15 Q. As principal of Irvington  
16 High School, are you aware of whether any  
17 students at Irvington High School have been  
18 involved in gang activity?

19 MS. SCULLION: Objection to  
20 the form of the question.

21 THE WITNESS: I am unable to  
22 speak to any student's involvement  
23 in gang activity that was not  
24 presented to me at the school  
25 level.

## CONFIDENTIAL

Page 94

1 BY MR. KARP:

2 Q. Let's turn the page to the  
3 second page of this article. If you look  
4 down toward the bottom, the article states,  
5 "On March 20, 2019, in Irvington, Williams  
6 shot a member of the Jungle Boys gang near  
7 the high school, authorities said. He was  
8 suspected of killing a member of Rollin'  
9 Sixties in 2017, an indictment said. The  
10 indictment did not identify the victim."

11 Do you see that?

12 A. Yes.

13 Q. Is this gang activity that  
14 you're familiar with in the Irvington  
15 community?

16 A. I'm unable to speak to any  
17 of these incidents that you're categorizing  
18 as gang activity in the community.

19 Q. Are you aware of the  
20 incident that is reported here as having  
21 taken place on March 20, 2019?

22 A. I am unaware. I do not  
23 recall this particular incident on  
24 March 20, 2019.

25 Q. Sitting here today, having

CONFIDENTIAL

Page 95

1     seen this article, is it still your belief  
2     that gang activity is not an issue for the  
3     Irvington community?

4                     MS. SCULLION:   Objection to  
5                     the form of the question.  
6                     Mischaracterizes testimony.

7                     THE WITNESS:   As the principal  
8                     of Irvington High School, this  
9                     school community, this incident is  
10                    not associated with anything that's  
11                    occurring, to my knowledge, at  
12                    Irvington High School.

13    BY MR. KARP:

14                    Q.             Would gang activity that  
15                    takes place in Irvington have an effect on  
16                    the mental health of students who attend  
17                    Irvington High School?

18                    A.             I'm unsure how to speak to  
19                    what you categorize as gang activity,  
20                    because, again, my interpretation of what  
21                    gang may be is deferred -- would differ  
22                    from what is categorized in this article of  
23                    the author's perspective.

24                    Q.             If a gang in Irvington were  
25                    responsible for a shooting and a horrible



CONFIDENTIAL

Page 96

1 tragedy like the one we were just  
2 discussing, would that have an impact on  
3 the mental health of Irvington High School  
4 students?

5 MS. SCULLION: Objection,  
6 incomplete hypothetical. Objection  
7 to the form of the question.

8 THE WITNESS: I'm unsure of  
9 your question. Can you restate it,  
10 please?

11 BY MR. KARP:

12 Q. Sure. If a student at  
13 Irvington High School knew someone who was  
14 the victim of gang violence, would that be  
15 scary to him?

16 MS. SCULLION: Objection to  
17 the form of the question.  
18 Incomplete hypothetical,  
19 foundation.

20 MR. KARP: Form objections,  
21 please. Thank you.

22 THE WITNESS: I would not know  
23 the student's emotional state if  
24 I'm not privy to speak with a said  
25 student.

CONFIDENTIAL

Page 97

1 BY MR. KARP:

2 Q. Is it your position that  
3 knowing someone who was involved in  
4 gang-related violence would not be scary?

5 MS. SCULLION: Objection to  
6 the form of the question.  
7 Mischaracterizes testimony.

8 THE WITNESS: Again, I'm not  
9 an expert to speak to gang  
10 activity, but in terms of the  
11 educational response in this  
12 setting, we would provide support  
13 if a student experienced trauma at  
14 that level whereas we would support  
15 what that issue may be with the  
16 stakeholders here at this high  
17 school community.

18 BY MR. KARP:

19 Q. It would be traumatic for an  
20 Irvington High School student to know  
21 someone who was the victim of gang  
22 violence?

23 MS. SCULLION: Same  
24 objections.  
25

CONFIDENTIAL

Page 98

1 BY MR. KARP:

2 Q. Correct?

3 A. I'm unable to speak to that  
4 unless I am in front of a particular  
5 student, because many forms of emotional  
6 responses differ between the population of  
7 students here.

8 Q. Is it your position that  
9 you're unable to speak to the emotional or  
10 mental health of a student unless that  
11 student is in front of you?

12 MS. SCULLION: Objection to  
13 the form of the question.

14 THE WITNESS: In response to  
15 your question that associates gang  
16 trauma, the emotional response of a  
17 student is either viewed, observed,  
18 or self-reported by the student.  
19 So to speak to all students would  
20 not be accurate on my behalf.

21 BY MR. KARP:

22 Q. I want to shift gears a bit.  
23 Are Irvington High School students  
24 permitted to have their cell phones at  
25 school?

CONFIDENTIAL

Page 99

1 MS. SCULLION: Objection to  
2 the form of the question.

3 THE WITNESS: Their parents  
4 may send them to school with a cell  
5 phone.

6 THE STENOGRAPHER: I'm sorry,  
7 what was that?

8 THE WITNESS: Their parents,  
9 they send them to school with a  
10 cell phone.

11 BY MR. KARP:

12 Q. And is that permitted under  
13 Irvington High School policy?

14 MS. SCULLION: Objection to  
15 the form of the question.

16 THE WITNESS: The policy  
17 speaks to many devices that  
18 students may have access to.

19 BY MR. KARP:

20 Q. Cell phones would be one of  
21 them?

22 A. Yes, cell phones would be  
23 one of them.

24 Q. So an Irvington High School  
25 is permitted to have his or her cell

CONFIDENTIAL

Page 100

1 phone -- or strike that.

2 Irvington High School  
3 students can have their cell phones with  
4 them while they are at school, correct?

5 A. To the best of my knowledge,  
6 the policy states that if a student is in  
7 possession of a cell phone, it should be  
8 stored away and powered off.

9 Q. Can Irvington High School  
10 students have their cell phones out when  
11 they are moving from one class to another  
12 between periods?

13 MS. SCULLION: Objection to  
14 the form of the question.

15 THE WITNESS: It's not  
16 recommended that a student utilize  
17 their cell phone during the school  
18 day.

19 BY MR. KARP:

20 Q. If an Irvington High School  
21 student has a cell phone out while walking  
22 the halls, moving to the next class, will  
23 that cell phone be confiscated?

24 MS. SCULLION: Objection to  
25 the form of the question.

CONFIDENTIAL

Page 101

1 THE WITNESS: There are many  
2 layers that would lead into that.  
3 The question speaks to if a student  
4 has a cell phone walking from class  
5 to class in their bag, then it  
6 would not be confiscated.

7 BY MR. KARP:

8 Q. If the cell phone is visible  
9 when they are -- let me start that question  
10 over. Strike that.

11 If a student is walking from  
12 one class to another and has her cell phone  
13 out, would that cell phone be confiscated?

14 MS. SCULLION: Objection to  
15 the form of the question.

16 THE WITNESS: Depending on the  
17 use of the cell phone, yes.

18 BY MR. KARP:

19 Q. So the policy is such that  
20 the sighting of a cell phone does not  
21 automatically lead to confiscation,  
22 correct?

23 MS. SCULLION: Objection --  
24 sorry, objection to the form of the  
25 question.

CONFIDENTIAL

Page 102

1 THE WITNESS: I would have to  
2 have what version of the policy  
3 you're speaking about to be able to  
4 answer that question appropriately.

5 BY MR. KARP:

6 Q. And I'm asking about the  
7 policy that you enforce and adhere to as  
8 the principal of Irvington High School. So  
9 under that policy, if a student were seen  
10 using her cell phone while moving between  
11 classes, would that cell phone be  
12 confiscated?

13 MS. SCULLION: Objection to  
14 the form of the question.

15 THE WITNESS: No, that cell  
16 phone would not be confiscated.

17 BY MR. KARP:

18 Q. Can Irvington High School  
19 students use their cell phones during their  
20 lunch period?

21 A. It's not recommended that a  
22 student utilize their cell phone at any  
23 time during the school day.

24 Q. If Irvington High School  
25 have their cell phones out and are using

CONFIDENTIAL

Page 103

1     them during lunch, would they be  
2     confiscated?

3             A.           No.

4             Q.           Can Irvington High School  
5     students use their cell phones after school  
6     during extracurricular activities?

7                     MS. SCULLION:   Objection to  
8     the form of the question.

9                     THE WITNESS:    I would hope  
10    that they're not utilizing their  
11    phone during practice.   That would  
12    be my hope.

13   BY MR. KARP:

14             Q.           If they were caught using  
15    their cell phones during football practice  
16    or dance practice or something like that,  
17    would their cell phones be confiscated?

18                     MS. SCULLION:   Objection to  
19    the form of the question.

20                     THE WITNESS:    So that would be  
21    a multilayered, because a student  
22    not involved in the team can view  
23    the practice in the bleachers and  
24    they would be utilizing their cell  
25    phone because that particular



CONFIDENTIAL

Page 104

1 student's school day has concluded.  
2 The activity may be still ongoing,  
3 and I would hope, again, that  
4 during practice of any sort of  
5 competition that no one is  
6 utilizing the phone during that  
7 time.

8 BY MR. KARP:

9 Q. I'm going to hand you tab 17  
10 which we will mark as --

11 MS. SCULLION: Thank you.

12 MR. KARP: I think I handed  
13 you an extra copy.

14 MS. SCULLION: You did.

15 MR. KARP: Thanks. We will  
16 mark this as Exhibit 7.

17 - - - - -

18 (Email dated 9/11/23 Bates  
19 BW\_\_Irvington00072950 marked  
20 Mangan Exhibit 7 for  
21 identification.)

22 - - - - -

23 BY MR. KARP:

24 Q. This is an email from Joseph  
25 Romano to you dated September 11, 2023.

CONFIDENTIAL

Page 105

1 Do you see that?

2 A. Yes.

3 Q. The subject line is cell  
4 phones.

5 Do you see that?

6 A. Yes.

7 Q. Okay. Do you recall  
8 receiving this email?

9 A. I vaguely recall this email,  
10 but ...

11 Q. And what -- who is  
12 Mr. Romano?

13 A. Mr. Romano is a business  
14 teacher here at Irvington High School.

15 Q. Is he still a teacher here?

16 A. Yes, he's a veteran teacher  
17 here.

18 Q. Mr. Romano wrote to you, "Hi  
19 Mr. Mangan, Last Tuesday you told us not to  
20 take cell phones and I will comply with  
21 that but did you know that this is contrary  
22 to the Irvington District Student Code of  
23 Conduct."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 106

1 Q. What's the answer to  
2 Mr. Romano's question?

3 MS. SCULLION: Objection to  
4 the form of the question.

5 THE WITNESS: The answer to  
6 your question is, yes, I remember  
7 it.

8 BY MR. KARP:

9 Q. Were you aware of  
10 Irvington's -- strike that.

11 Mr. Romano referred to the  
12 Irvington District Student Code of Conduct,  
13 correct?

14 A. Yes.

15 Q. And were you aware of that  
16 at the time that Mr. Romano sent you this  
17 email?

18 MS. SCULLION: Objection to  
19 the form of the question.

20 THE WITNESS: Was I aware of  
21 the District Student Code of  
22 Conduct at the time of this email?

23 BY MR. KARP:

24 Q. Yes.

25 A. Yes.

CONFIDENTIAL

Page 107

1 Q. And were you aware of the  
2 district's policy on cell phones at the  
3 time that Mr. Romano wrote you?

4 A. Yes.

5 Q. And Mr. Romano refers you to  
6 the prohibited items section of the Student  
7 Code of Conduct, which says, "We understand  
8 that cell phones are prevalent in today's  
9 society; if students bring cell phones to  
10 school, they should be concealed and turned  
11 off. If any staff member sees or hears a  
12 cell phone, the phone will immediately be  
13 taken away and given to an administrator.  
14 Parents may be required to pick it up."

15 Do you see that?

16 A. Yes.

17 Q. That is the district's  
18 policy?

19 A. That is part of the policy.

20 Q. As principal of Irvington  
21 High School, you told teachers not to  
22 confiscate cell phones?

23 A. Yes.

24 Q. Why?

25 A. At my discretion, I advised

CONFIDENTIAL

Page 108

1 the teachers to limit the interactions of  
2 students that may occur when trying to  
3 confiscate a cell phone and initiated a  
4 supportive response where they would reach  
5 out if they had an infraction with a  
6 student who did not comply. So I didn't  
7 want them to be, then the teachers to stop  
8 instruction to engage with the student  
9 to -- who is not compliant with putting the  
10 cell phone away.

11 Q. As principal of Irvington  
12 High School, have you considered measures  
13 to curb cell phone use at the high school?

14 A. I've considered some ideas.

15 Q. Have you considered lockers  
16 or pouches that students could use to store  
17 their cell phones during the day?

18 MS. SCULLION: Objection to  
19 the form of the question.

20 THE WITNESS: We've provided  
21 students with lockers, yes.

22 BY MR. KARP:

23 Q. And those are lockers  
24 specifically for their cell phones?

25 A. Lockers specifically for the

CONFIDENTIAL

Page 109

1 students' possessions.

2 Q. Where students could keep  
3 their cell phones?

4 A. That --

5 MS. SCULLION: Objection to  
6 form -- sorry, objection to the  
7 form of the question. Go ahead.

8 THE WITNESS: That would be an  
9 area, one of the areas that would  
10 conceal what is said to be the  
11 electronic device.

12 BY MR. KARP:

13 Q. Do all Irvington High School  
14 students have lockers?

15 A. Yes, all Irvington High  
16 School students have access to their own  
17 individual lockers.

18 Q. Could Irvington High School  
19 institute a policy where students are  
20 required to keep their cell phones in their  
21 lockers during the day?

22 MS. SCULLION: Objection to  
23 the form of the question.

24 THE WITNESS: Could we, I'm  
25 not sure if it's my purview to say

CONFIDENTIAL

Page 110

1                   could we, but, yes, there could be  
2                   a discussion around that.

3       BY MR. KARP:

4               Q.           As principal of Irvington  
5       High School, can you implement certain  
6       policies above and beyond what the district  
7       has required through its policies?

8               A.           Yes.

9               Q.           I'm handing you tab 18,  
10      which we will mark as Exhibit 8. This is  
11      an email dated November 27, 2023. Do you  
12      see that, Mr. Mangan?

13              A.           Yes.

14                           - - - - -

15                           (Email dated 11/27/23 Bates  
16                           BW\_\_Irvington00192406 to 00192409  
17                           marked Mangan Exhibit 8 for  
18                           identification.)

19                           - - - - -

20      BY MR. KARP:

21              Q.           The subject of this email is  
22      parent survey.

23                           Do you see that?

24              A.           Yes.

25              Q.           This is from sdays@Irvington

CONFIDENTIAL

Page 111

1 and you are the recipient.

2 Do you see that?

3 A. Yes.

4 Q. Who sent you this email?

5 A. Ms. Days is an inclusion  
6 teacher here at Irvington High School.

7 Q. Do you know if this parent  
8 survey was ever sent out to parents?

9 A. I can't quite recall if this  
10 was sent out.

11 Q. During your time as  
12 principal of Irvington High School, have  
13 you sent out surveys to parents of  
14 Irvington High School students?

15 A. Yes.

16 Q. How often do you survey the  
17 parents of Irvington High School students?

18 MS. SCULLION: Objection to  
19 the form of the question.

20 THE WITNESS: I attempt to  
21 survey parents as many  
22 opportunities that may occur.

23 BY MR. KARP:

24 Q. For the 2023-2024 school  
25 year, can you give me a rough estimate of



CONFIDENTIAL

Page 112

1 how many parent surveys you conducted?

2 A. Every interaction with a  
3 parent is a form of a survey. So there may  
4 be a large number of surveys that was  
5 conducted formally and informally.

6 Q. For the 2023-2024 school  
7 year, approximately how many parent survey  
8 forms were sent out to parents to complete?

9 A. I'm unaware --

10 MS. SCULLION: Objection to  
11 the form of the question. Go  
12 ahead, please.

13 THE WITNESS: I'm unaware to  
14 answer the amount of forms that may  
15 have been sent to parents in any  
16 capacity.

17 BY MR. KARP:

18 Q. If parents -- or strike  
19 that.

20 To the extent that you have  
21 used parent survey forms, what have you  
22 done with the forms that parents have  
23 returned?

24 A. That question is very vague,  
25 so the form of surveys digitally or the

CONFIDENTIAL

Page 113

1 form of surveys verbally?

2 Q. Let me ask a better  
3 question. To the extent that parents have  
4 completed and returned any survey forms  
5 that you have sent out, where would those  
6 survey forms be kept or maintained?

7 A. Again, depending on the  
8 capacity of the survey, teachers,  
9 administrators, deans, social workers,  
10 school counselors have the ability to  
11 create a survey pertinent to the necessary  
12 information, send it around, any particular  
13 event. So I'm unaware to speak to where  
14 all of the parent surveys would be housed  
15 and kept, outside of the ones that centered  
16 around the needs of the administrative  
17 team.

18 Q. And for those that centered  
19 around the needs of the administrative  
20 team, where would those be kept?

21 A. Primarily in the Google  
22 suite.

23 Q. Okay. Those would be Google  
24 Forms, Google spreadsheets, along the lines  
25 of what we discussed earlier?

CONFIDENTIAL

Page 114

1 A. Yes.

2 Q. Let's turn to the second  
3 page of this document. The second question  
4 listed is, "I'm very concerned about," and  
5 then parents are asked to check all that  
6 apply.

7 Do you see that?

8 A. Yes.

9 Q. And parents were asked if  
10 they were very concerned about their  
11 child's safety at IHS.

12 Do you see that?

13 MS. SCULLION: Objection to  
14 the form of the question,  
15 mischaracterizes testimony,  
16 mischaracterizes the document,  
17 foundation.

18 BY MR. KARP:

19 Q. Do you need me to repeat the  
20 question?

21 A. Yes.

22 Q. Parents were asked, I'm very  
23 concerned about, and then they were given  
24 several options.

25 Do you see that?

CONFIDENTIAL

Page 115

1 A. Yes.

2 Q. One of the options is my  
3 child's safety at Irvington High School?

4 A. Yes.

5 Q. Do you recall whether  
6 parents actually responded to this survey?

7 A. No, no, I don't recall if  
8 parents responded to this survey.

9 Q. Why were parents at  
10 Irvington High School students being asked  
11 if they were very concerned about their  
12 child's safety?

13 MS. SCULLION: Objection to  
14 the form of the question,  
15 mischaracterizes the document.  
16 Counsel, he has testified he  
17 doesn't even know if this was sent  
18 out. Your question assumes that it  
19 was. That is the nature of the  
20 objection.

21 MR. KARP: I understand your  
22 objection and please limit it to  
23 form. Thank you.

24 THE WITNESS: I'm unaware of  
25 the origination or the reasons why

CONFIDENTIAL

Page 116

1                   this form was created. I don't  
2                   recall this form ever moving past  
3                   probably this origination. I don't  
4                   recall.

5 BY MR. KARP:

6                   Q.           Have you ever asked an  
7                   Irvington High School student -- strike  
8                   that.

9                               Have you ever asked the  
10                   parent of an Irvington High School student  
11                   whether he or she has concerns about the  
12                   safety of his or her child while at  
13                   Irvington High School?

14                   A.           Yes, I've asked a parent  
15                   that question before.

16                   Q.           What prompted you to ask  
17                   that question?

18                   A.           We're in a customer service  
19                   business here at Irvington High School and  
20                   providing a platform where parents can  
21                   express a bevy of whatever concerns they  
22                   may have had during their child's tenure.  
23                   So if a student is a senior, they have had  
24                   many experiences during that time. So I  
25                   want to give an opportunity for the parent

CONFIDENTIAL

Page 117

1 to engage in their experience as a parent  
2 and also what they learned from interacting  
3 with their scholar.

4 Q. Have parents of Irvington  
5 High School students told you that their  
6 children don't feel safe while coming to  
7 school?

8 A. Yes.

9 Q. Let's shift gears a bit, Mr.  
10 Mangan. As principal of Irvington High  
11 School, do you receive a salary?

12 MS. SCULLION: Andrew, may I  
13 ask that this be taken down, since  
14 we're not talking about it?

15 MR. KARP: Sure. We can take  
16 that document down and you can put  
17 that to the side.

18 THE WITNESS: Okay. Thank  
19 you.

20 MS. SCULLION: I apologize.

21 BY MR. KARP:

22 Q. A lot of papers.

23 A. It's all right.

24 Q. I'll reask my question. Mr.  
25 Mangan, as principal of Irvington High

CONFIDENTIAL

Page 118

1 School, do you receive a salary?

2 A. Yes.

3 Q. Do you also receive  
4 benefits?

5 A. I would hope so, yes.

6 Q. Those benefits include  
7 health insurance?

8 A. Yes.

9 Q. Do you know what other  
10 benefits you are offered as principal?

11 A. To be quite fair, no.

12 Q. Without getting into the  
13 specifics of what you're paid, how is your  
14 salary determined?

15 A. I'm unaware of how the  
16 district came up with the salary. But to  
17 my experience in education, 19 years, 11 in  
18 any form of leadership, I believe that may  
19 have been taken into consideration. But I  
20 can't speak to the thought of it, but I can  
21 definitely speak to the signature of  
22 accepting it.

23 Q. Once you became principal,  
24 did you become a part of a step  
25 compensation program in the subsequent

CONFIDENTIAL

Page 119

1 years that would reflect increases in pay  
2 over time?

3 MS. SCULLION: Objection to  
4 the form of the question.

5 THE WITNESS: Is there a  
6 salary guide and did I follow a  
7 particular step is what you're  
8 asking me?

9 BY MR. KARP:

10 Q. That is a better way to put  
11 it, yes.

12 A. I would believe so, yes.

13 Q. As principal, do you get  
14 paid more for doing a better job?

15 MS. SCULLION: Objection to  
16 the form of the question.

17 THE WITNESS: There is no  
18 merit-based incentives tied to this  
19 employment that I'm aware of.

20 BY MR. KARP:

21 Q. Does your salary depend at  
22 all on whether there were two cheating  
23 incidents that occurred in a school year or  
24 15 cheating incidents that occurred in a  
25 school year?



CONFIDENTIAL

Page 120

1 MS. SCULLION: Objection to  
2 the form of the question.

3 THE WITNESS: I'm not sure of  
4 the connection between the salary  
5 and that, so I'm unaware of how to  
6 answer that.

7 BY MR. KARP:

8 Q. Is your -- strike that.

9 How, if at all, do the tasks  
10 you do every day as principal affect the  
11 salary that you are paid at the end of the  
12 year?

13 MS. SCULLION: Objection to  
14 the form of the question.

15 THE WITNESS: I just want to  
16 make sure the question is clear.  
17 Are you asking does the salary  
18 represent the body of work that's  
19 done during a particular day? I  
20 just want to clarify that before I  
21 answer.

22 BY MR. KARP:

23 Q. That is what I'm asking.

24 A. Yeah, I don't believe that  
25 I'm paid enough for the work that I have to

## CONFIDENTIAL

Page 121

1 do outside of leadership instruction,  
2 coaching, and modeling academic achievement  
3 and closing achievement gaps and providing  
4 instructional support to staff and  
5 encouraging parents and families to develop  
6 instructional supports outside of school, I  
7 think that fits, but the other things that  
8 interfere with the day leads to work being  
9 done well after the school day. So does  
10 the salary compensate for that, no, I think  
11 the love does.

12 Q. As principal of Irvington  
13 High School, do you evaluate the  
14 performance of teachers at Irvington High  
15 School?

16 A. Yes, we have an evaluation  
17 model here in the district.

18 Q. And how often do you  
19 evaluate teacher performance at Irvington  
20 High School?

21 A. Evaluation is done at many  
22 touch point opportunities, often.

23 Q. In terms of a formal  
24 evaluation, is that done annually?

25 A. A formal evaluation for a

CONFIDENTIAL

Page 122

1 teacher is done at multiple times annually.

2 Q. Approximately how many  
3 formal evaluations does a teacher receive,  
4 an Irvington High School teacher receive in  
5 an academic year?

6 A. If a teacher is nontenured,  
7 which is less than four years and a day,  
8 that teacher will receive a minimum of  
9 three formal evaluations. If a teacher is  
10 tenured, plus four years and one day, they  
11 would receive two minimum formal  
12 evaluations.

13 Q. So Irvington High  
14 School's -- strike that.

15 Irvington High School  
16 teachers receive a minimum of two formal  
17 evaluations each year; is that fair?

18 A. If they're tenured teachers  
19 or a veteran teacher, long-standing  
20 employment within the district in the same  
21 capacity. If they're nontenured, they  
22 would receive a minimum of three formal  
23 evaluations.

24 Q. How, if at all, do those  
25 evaluations impact a teacher's

CONFIDENTIAL

Page 123

1 compensation?

2 MS. SCULLION: Objection to  
3 the form of the question.

4 THE WITNESS: The evaluation,  
5 to my understanding, has no  
6 correlation to their salary which  
7 would lend a merit pay. There is  
8 no merit pay-based salaries.

9 BY MR. KARP:

10 Q. Shifting gears a bit, Mr.  
11 Mangan, do you use social media in your  
12 personal life?

13 A. Yes.

14 Q. Do you have social media  
15 accounts?

16 A. Yes.

17 Q. What social media accounts  
18 do you have?

19 A. In terms of platforms?

20 Q. Yes.

21 A. Facebook, and I'm only  
22 responding to the ones that I remember that  
23 I use frequently. But Facebook, Instagram,  
24 YouTube, TikTok, I have a SnapChat account.  
25 I have a LinkedIn. X, formerly Twitter. I

CONFIDENTIAL

Page 124

1 said LinkedIn, right?

2 Q. You did.

3 A. All right. I like that one  
4 the most. Those are the ones that jump out  
5 right now that I have access.

6 Q. You may have other social  
7 media accounts that you're not recalling?

8 A. No, names change so often,  
9 so I just want to be able to speak to that.

10 Q. When did you create your  
11 Facebook account?

12 A. I remember being in college.

13 Q. If I may ask, roughly when  
14 was that?

15 A. I can't quite recall the  
16 exact.

17 Q. We could look at your  
18 résumé.

19 A. Yeah.

20 Q. So when you were in college,  
21 you created your Facebook account, correct?

22 A. It was well after 2002, I  
23 can say that.

24 Q. You still use Facebook  
25 today?

CONFIDENTIAL

Page 125

1 A. Yes.

2 Q. How often?

3 A. I can't really put a time on  
4 it, sporadically, depending on the function  
5 of my time, if I'm down, I might go on  
6 Facebook.

7 Q. Do you use it every day?

8 A. I look at it, minimum once a  
9 day.

10 Q. Do you post to Facebook?

11 A. Yes.

12 Q. Do you use -- strike that,  
13 sorry.

14 How would you describe your  
15 general use of Facebook?

16 MS. SCULLION: Objection to  
17 the form of the question.

18 THE WITNESS: Celebratory  
19 interactions with people I've met  
20 over time from as long as any type  
21 of school history, from  
22 adolescence to adulthood  
23 schooling, that would be the  
24 general basis.

25

CONFIDENTIAL

Page 126

1 BY MR. KARP:

2 Q. You said you have an  
3 Instagram account as well?

4 A. Yes.

5 Q. Do you recall when you  
6 created that?

7 A. No.

8 Q. Do you recall if that was  
9 ten years ago or in the last few years?

10 A. It's -- I've had it for  
11 quite some time.

12 Q. How often do you use  
13 Instagram?

14 A. That's a little less than  
15 Facebook, but -- and I can't put a number,  
16 minimum, at least one time a day, minimum,  
17 I guess.

18 Q. Did you -- do you recall if  
19 you had a Facebook account in 2023?

20 A. Yes.

21 Q. You would have created it  
22 before 2023?

23 A. Yes.

24 Q. I apologize, I got a bit  
25 turned around. I meant to ask about

CONFIDENTIAL

Page 127

1 Instagram. Did you have an Instagram in  
2 2023?

3 A. Yes.

4 Q. And do you recall whether  
5 you created that Instagram account before  
6 2023?

7 A. Before 2023, yes.

8 Q. Why did you create an  
9 Instagram account?

10 A. I don't recall the reasons  
11 why I created an Instagram. I don't have a  
12 specific, oh, I need to do this for this.  
13 I don't recall.

14 Q. You mentioned that you have  
15 a YouTube account?

16 A. Yes.

17 Q. When did you create your  
18 YouTube account.

19 A. It was around the time I  
20 have been coaching, so in between 2005 to  
21 present.

22 Q. Is when you created it?

23 A. I want to utilize the time I  
24 have been coaching, I don't remember the  
25 exact annual date.



CONFIDENTIAL

Page 128

1 Q. Sorry, I didn't mean to cut  
2 you off.

3 A. I don't remember the exact  
4 annual date.

5 Q. Do you post videos to your  
6 YouTube account?

7 A. What do you categorize as  
8 posting videos? Like, I have a channel  
9 where I store videos, like, coaching videos  
10 and things like that. Needed to utilize  
11 YouTube videos to upload something for grad  
12 school. So in terms of posting it, in  
13 terms of, like, me putting on, like, a  
14 stream, no.

15 Q. So you store football  
16 related videos -- or strike that.  
17 You store football coaching  
18 videos on a particular YouTube channel; is  
19 that correct?

20 A. Coaching videos between  
21 multiple sports.

22 Q. Okay. So not just football.  
23 And you have also used your YouTube account  
24 to post videos for academic purposes in  
25 relation to grad school?

CONFIDENTIAL

Page 129

1           A.           Utilized the platform to  
2     create a link, yes, to house a video to  
3     share with the professor or student group,  
4     yes.

5           Q.           Do you still use YouTube  
6     today?

7           A.           Sporadically.

8           Q.           How do you use it today?

9           A.           Viewing, music.

10          Q.           What else are you viewing on  
11     YouTube, if anything?

12                   MS. SCULLION:   Objection to  
13     the form.

14                   THE WITNESS:   I view just the  
15     feeling of the interest. I can't  
16     really speak to that right now.

17     BY MR. KARP:

18          Q.           You mentioned that you have  
19     a TikTok account?

20          A.           Yes.

21          Q.           When did you create that?

22          A.           When I created it, I don't  
23     remember.

24          Q.           Could you estimate or  
25     approximate?

CONFIDENTIAL

Page 130

1           A.           No, I would have to look  
2     like to see how far, how long I have been a  
3     member. I don't remember. It was created  
4     over time as well.

5           Q.           Do you know if it was  
6     created within the last few years?

7           A.           A few is, like, it could be  
8     three to five, probably longer than that.  
9     I don't recall. I don't -- it might have  
10    been pandemic, I don't recall. Whenever  
11    the reels started to take off.

12          Q.           Do you still use TikTok  
13    today?

14          A.           Sporadically.

15          Q.           Roughly how often?

16          A.           Minimum one time a day.

17          Q.           Do you post any content to  
18    TikTok?

19                       MS. SCULLION: Objection to  
20    form.

21                       THE WITNESS: I don't believe  
22    I'm that frequent on TikTok. I'm  
23    more viewing. I can't say that I  
24    did not post on TikTok before. I  
25    can't quite -- I don't know if it

CONFIDENTIAL

Page 131

1                   was tagged to another account,  
2                   linked to another account, I don't  
3                   know.

4       BY MR. KARP:

5               Q.           You said you have a SnapChat  
6       account?

7               A.           That's a little yellow  
8       thing, right?

9               Q.           Yes.

10              A.           I believe so, yes.

11              Q.           Do you recall when you  
12       created that account?

13              A.           No.

14              Q.           Can you approximate or  
15       estimate?

16              A.           No.

17              Q.           Do you know if that was  
18       within the last three years?

19              A.           It may have been outside of  
20       that, it may have been, I don't remember.

21              Q.           Do you use SnapChat today?

22              A.           No. That could be one time,  
23       I don't know, I don't want to misspeak. I  
24       might have clicked it by accident, here it  
25       is, in the last couple of months, I don't

CONFIDENTIAL

Page 132

1 remember.

2 Q. You said you have a  
3 LinkedIn?

4 A. Yes.

5 Q. When did you create your  
6 LinkedIn?

7 A. I don't quite recall, but it  
8 was centered around my professional work  
9 environment, so, anywhere within that time.

10 Q. When you say, "within that  
11 time," what do you mean?

12 A. Professional work  
13 environment, from 2005 to the present.

14 Q. So you might have created  
15 your LinkedIn sometime between 2005 and the  
16 present?

17 A. And I'm only going that far  
18 back, because that's when I started working  
19 in education, yes.

20 Q. How often do you use  
21 LinkedIn?

22 A. Often, it's like my number  
23 two maybe.

24 Q. Facebook is your number one?

25 A. Like I say, Facebook and

CONFIDENTIAL

Page 133

1 Instagram is like a tie, but, it's like,  
2 yeah.

3 THE STENOGRAPHER: It's like a  
4 what?

5 THE WITNESS: Like a tie.

6 BY MR. KARP:

7 Q. And you said, lastly, you  
8 said you have an X account formerly known  
9 as Twitter, correct?

10 A. Yes.

11 Q. You have an X account?

12 A. Yes.

13 Q. How often do you use X?

14 A. Often.

15 Q. When did you create your X  
16 account?

17 A. I don't recall. It's in  
18 that same platform of window of time.

19 Coaching, I don't recall.

20 Q. Roughly how often do you use  
21 X today?

22 A. Minimum one time a day.

23 Q. Do students at Irvington  
24 High School have X accounts?

25 MS. SCULLION: Objection to

CONFIDENTIAL

Page 134

1 form and foundation.

2 THE WITNESS: I'm not sure of  
3 how many students may have an  
4 account, but they may have  
5 accounts.

6 BY MR. KARP:

7 Q. Sitting here today, do you  
8 know what social media accounts or  
9 platforms Irvington High School students  
10 have?

11 A. I know they have access to  
12 all of the social media accounts in some  
13 particular form or fashion that they choose  
14 to. I'm not sure how many or what the most  
15 popular or underpopular social media  
16 account.

17 Q. If I identified a student to  
18 you, would you have a record of what social  
19 media accounts that student has?

20 MS. SCULLION: Objection to  
21 form. Incomplete hypothetical.

22 THE WITNESS: Potentially  
23 maybe, maybe not, I'm not sure.

24 BY MR. KARP:

25 Q. To your knowledge, does

CONFIDENTIAL

Page 135

1 Irvington High School track which students  
2 at Irvington High School have which social  
3 media accounts?

4 A. To my knowledge, I could not  
5 speak to answering that question.

6 MR. KARP: I'm at a good  
7 stopping point. I think I'm  
8 probably done with my questioning.  
9 I just need to confer with the  
10 folks on my end.

11 MS. SCULLION: Okay. Do we  
12 need a break?

13 MR. KARP: Off the record.

14 THE VIDEOGRAPHER: The time  
15 right now is 11:50 a.m. We are off  
16 the record.

17 - - - - -

18 (A recess was taken at this time.)

19 - - - - -

20 THE VIDEOGRAPHER: The time  
21 right now is 12:08 p.m. We're back  
22 on the record.

23 BY MR. KARP:

24 Q. Mr. Mangan, welcome back.

25 A. Thank you.



CONFIDENTIAL

Page 136

1 Q. Let's turn back to Exhibit  
2 5. Do you have a copy of that in front of  
3 you?

4 A. Yes.

5 Q. And I'll direct you to  
6 question 11. And let's look at the second  
7 paragraph of the response here. That  
8 reads, "During the 2023-2024 school year,  
9 Irvington High School encountered three  
10 significant security incidents involving  
11 outsiders that required it to halt normal  
12 school activities campus-wide."

13 Do you see that?

14 A. Yes.

15 Q. I'm going to break this down  
16 a little bit. "The first incident occurred  
17 on school grounds and prompted a shelter in  
18 place to ensure the safety of all students  
19 and staff. Feuds between students on  
20 Instagram led to a melee that was this  
21 first incident. This melee was captured on  
22 Instagram Live and shared throughout  
23 Instagram."

24 Do you see that?

25 A. Yes.

CONFIDENTIAL

Page 137

1 Q. Are you familiar with that  
2 incident?

3 A. Yes.

4 Q. How did you become aware of  
5 this incident?

6 A. I had to respond to it.

7 Q. You were principal at the  
8 time?

9 A. Yes.

10 Q. And what is a shelter in  
11 place?

12 A. A shelter in place is a form  
13 of a safety drill.

14 Q. What's written here is that,  
15 Feuds between students on Instagram led to  
16 a melee that was this first incident."

17 Do you see that?

18 A. Yes.

19 Q. Students at Irvington High  
20 School were fighting and posting their  
21 fights to Instagram; is that right?

22 A. Partly, yes.

23 Q. What is meant by, "Feuds  
24 between students on Instagram led to a  
25 melee that was this first incident"?

CONFIDENTIAL

Page 138

1           A.           What is meant by that is  
2   this.   There was a student involved in a  
3   tragic car accident in which the student  
4   lost his life.   There were four current  
5   students in that said car which was a  
6   stolen vehicle.   The vehicle collided with  
7   a garbage truck at the early hours of the  
8   morning as the vehicle traveled through an  
9   intersection.

10                   One of the students in car,  
11   unfortunately, succumbed to his injuries  
12   and passed away.   Students became informed  
13   of this tragedy through a posting on social  
14   media from the survivors in the car  
15   accident.   Students then began to  
16   communicate via the social media streams of  
17   Instagram via posting, responding to  
18   postes -- or posts or commenting -- I'm  
19   sorry, excuse me, responding and commenting  
20   on the posts their sorrow and grief of the  
21   student who tragically lost his life, which  
22   led to members or friends of the individual  
23   speaking that if you did not know or speak  
24   or interact with this student, you should  
25   not be posting any form of support in this

## CONFIDENTIAL

Page 139

1 student's memory.

2 That led to students being  
3 displeased on their nature of grief. And  
4 during that time, students began to feud  
5 verbally via video and via a group message  
6 and other features that exist on the  
7 platforms where students weren't provided  
8 the appropriate means of counseling and  
9 support in person through, you know,  
10 through school.

11 And these students then  
12 started to categorize themselves into  
13 groups where you were the friend and you  
14 weren't the friend and which led to two  
15 students interacting in a stairwell in the  
16 hallway where it poured -- outpoured into  
17 the response via social media with students  
18 were being informed that these interactions  
19 were occurring via video, live stream  
20 video. And this video then prompted  
21 students to get up out of the class,  
22 because they received a notification that  
23 this particular student went live, and  
24 unbeknownst to the many instructions of the  
25 adults to sit down, where are you going,

## CONFIDENTIAL

Page 140

1 those students met in a stairwell and  
2 instituted a large physical altercation  
3 centered around who was friends or foes of  
4 the student who tragically lost his life.

5 Q. First of all, it is  
6 absolutely terrible that that student lost  
7 his life in that car accident and I'm sorry  
8 that that happened and that the Irvington  
9 High School community had to deal with  
10 that. I'm sorry for that individual's  
11 family.

12 I have a couple of  
13 follow-ups about what you just shared. The  
14 large altercation that you mentioned in  
15 this stairwell, is that the melee that's  
16 referred to in this statement?

17 A. During that period of time,  
18 yes.

19 Q. So if I'm understanding you  
20 correctly, this horrible and tragic car  
21 accident takes place, various Irvington  
22 High School students are posting about the  
23 accident and grieving, they're commenting  
24 on posts, that leads students to react and  
25 say, you didn't know this student, you

CONFIDENTIAL

Page 141

1 weren't really his friend, and similar  
2 comments. I'll just pause there. Is that  
3 right so far?

4 A. That is fairly consistent.

5 Q. And what happened as a  
6 result of that is students at Irvington  
7 High School started arguing over Instagram,  
8 sometimes over video, sometimes in group  
9 chat sending messages to each other, about  
10 whether people actually knew the victim of  
11 this accident and should be making these  
12 posts to social media; is that right?

13 A. Yes.

14 Q. And then that ultimately led  
15 to a large in-person fight or altercation  
16 at Irvington High School in the stairwell;  
17 is that right?

18 A. I just want you to restate  
19 that so that I can be 100 percent sure how  
20 to answer your question.

21 Q. Sure. What I was describing  
22 about the posts and the comments and these  
23 messages that were being sent in group  
24 chats and these videos over which students  
25 were fighting with each other led to an

CONFIDENTIAL

Page 142

1 in-person altercation at Irvington High  
2 School in the stairwell; is that right?

3 A. The opportunity to respond  
4 to the posts intensified the response of  
5 the students, which led to that opportunity  
6 that occurred here. And I must clarify  
7 that this tragic accident occurred when we  
8 were on a fall break, familiarity of this  
9 event, it was I believe an election time,  
10 November, that first Tuesday, whatever  
11 Tuesday in November. Students were home  
12 and the young man and his friends were out  
13 of school and they returned back to school,  
14 if I had the date accurately correct,  
15 November the 13th or 15th, around that  
16 time. The students were then already  
17 feuding via social media and we became  
18 informed of that through our interactions  
19 with a large majority of the members  
20 involved in the physical altercation.

21 Q. To the extent that students  
22 were posting and commenting on social  
23 media, did you see any of those posts  
24 firsthand?

25 A. I was led to be privy to

## CONFIDENTIAL

Page 143

1 some of the interactions of those comments  
2 and the responses, which prompted the  
3 inability to implement conflict measures in  
4 person. They were attempting to utilize  
5 the platform to solve what the disagreement  
6 was through the features, such as comments,  
7 likes, shares, tags. Those instances were  
8 including students who had nothing to do  
9 with said incident, prompted many responses  
10 such as students having to transfer out and  
11 move out of state because of what occurred  
12 during that time. And even the individuals  
13 who were in the car accident, we had to  
14 provide support for those students due to  
15 the nature of attention that the incident,  
16 you know, broadcast.

17 Q. And my question was simply  
18 whether you firsthand saw any of the posts  
19 or messages or videos that you believe led  
20 to this -- this incident?

21 A. Yes. And my response was  
22 just broadened on, just the multiple layers  
23 of what was viewed, observed, and  
24 experienced during that time amongst a  
25 stakeholdership of people, yes.



CONFIDENTIAL

Page 144

1 Q. So you actually saw some of  
2 these posts?

3 A. I --

4 MS. SCULLION: Objection.  
5 Asked and answered.

6 THE WITNESS: Yes, I've,  
7 again, through the unfolding of  
8 which led to the melee, yes, I've  
9 saw some of the artifacts.

10 BY MR. KARP:

11 Q. Instagram is identified in  
12 this response. Did you view these posts on  
13 Instagram?

14 A. I viewed these posts in one  
15 of the platforms via, yes, Instagram.

16 Q. There are another two  
17 incidents that are listed here. The  
18 response goes on to say, "The other two  
19 incidents originated in the community and  
20 were linked to interactions on Instagram.  
21 These social media exchanges among students  
22 led to substantial safety concerns,  
23 prompting the school to conduct a  
24 comprehensive safety drill."

25 Do you see that?

CONFIDENTIAL

Page 145

1 A. Yes.

2 Q. Are you familiar with these  
3 other two incidents?

4 A. Yes, vaguely, one stands out  
5 more than the other.

6 Q. Okay. Let's take them one  
7 by one. You can start with whichever one  
8 you choose, can you tell me about one of  
9 the incidents that's referred to here?

10 A. Yes. A student in gym class  
11 towards the end of the day, and I may have  
12 to work backwards, was in a group chat with  
13 students via the social media platform.  
14 And in the messaging of the group chat,  
15 there was an alleged vehicle occupied by  
16 some students who weren't students here at  
17 Irvington High School, masked, and was  
18 going to attempt to shoot near or during  
19 the after-school dismissal. And the  
20 students in the group chat was upset that  
21 one member in the community of the  
22 conversation reported, which prompted the  
23 lockdown and the delayed and staggered  
24 dismissal and the response from our  
25 community partners, such as the Irvington

CONFIDENTIAL

Page 146

1 Police Department and neighboring  
2 municipalities. There was a car on the  
3 premises and while it was approached in  
4 some regard by those partners, the car did  
5 speed away and traveled in a direction away  
6 from the school, which led to be in direct  
7 response of what was posted in the group  
8 chat. And we had to initiate a response  
9 and notify the families that this did  
10 occur.

11 The second incident was  
12 similar to that, an incident occurred in  
13 Newark, which spilled into, because we  
14 share borders in many parts of our  
15 community with Newark. They spilled into  
16 the Irvington area, which led to a safety  
17 drill being implemented in response to the  
18 activity that was occurring in Newark.

19 Students were interacting in  
20 an attempt to broadcast this incident,  
21 instead of initiating a response of  
22 shelter, because the individual was in  
23 possession of a weapon on school grounds  
24 trying to evade a group of individuals  
25 pursuing him. He ended up gaining access

CONFIDENTIAL

Page 147

1 to our property via a brook, it was a body  
2 of water that flows between the two parking  
3 lots of the school. He climbed up the  
4 structure of the brook, the fence at a  
5 residential street behind the school, then  
6 hopped the fence trying to avoid and evade  
7 the individuals who were trying to catch  
8 him. He was in possession of a weapon on  
9 school grounds. It was in the middle of  
10 dismissal, which prompted a difficult,  
11 difficult safety drill where one of the  
12 members of the administrative team actually  
13 confronted this individual with the said  
14 weapon in possession shielding him between  
15 himself and the students that were outside  
16 until the authorities were able to arrive.

17 The individual was  
18 attempting to look over his shoulder  
19 multiple times for whomever was pursuing  
20 him, the authorities arrived, and that was  
21 a situation where students felt a need to  
22 glorify its incidents on social media  
23 instead of promoting a safe response of  
24 going into shelter, students were going  
25 live and recording the interactions between

CONFIDENTIAL

Page 148

1 the individual and the authorities.

2 Q. Thank you for all of that  
3 information. As to the first incident that  
4 you referred to involving students in gym  
5 class who were on a group chat?

6 A. Okay.

7 Q. Am I understanding correctly  
8 that those students became aware of a  
9 potential threat, a car, and a number of  
10 people in that car who might bring a weapon  
11 into the school; is that correct?

12 A. That was an event that  
13 occurred somewhere else and students here  
14 at the high school was on the feuding side,  
15 the opposite side. And the members in the  
16 group chat were friends of that particular  
17 individual who they were looking for and  
18 they were in a group chat discussing how  
19 they were going to respond to it. And then  
20 one member of the group chat, a light bulb  
21 went on to say, hey, we need to notify  
22 someone because this doesn't have anything  
23 to truly do with me, and I don't want the  
24 group to know that I exposed this  
25 information, which was very key, because it

## CONFIDENTIAL

Page 149

1 saved an opportunity of a negative  
2 infraction. And the altercation stemmed  
3 from something that was going on outside of  
4 our school, but the access to communicate  
5 during school hours via being placed in the  
6 group chat, being notified that this is  
7 going to happen, and it actually almost  
8 manifested through that opportunity.

9 Q. I understand. That group  
10 chat could have happened over text message  
11 too, correct?

12 MS. SCULLION: Objection to  
13 form. Calls for speculation.

14 THE WITNESS: So it's key that  
15 you ask just that particular  
16 question to me. In my many  
17 experiences with just speaking with  
18 students in a manner of trying to  
19 investigate the how to the  
20 situation, a text message means  
21 that I have access to your phone  
22 number. There's an interaction,  
23 there's a common commodity of  
24 people who we may know that will  
25 share the phone number between each

## CONFIDENTIAL

Page 150

1           other, but social media does not  
2           have that similar opportunity. If  
3           I engage a person who knows a  
4           person, I can add that person  
5           voluntarily or involuntarily into a  
6           group, which would prompt a  
7           notification which gets them to  
8           respond. And we can all be in the  
9           class and have no idea of what I'm  
10          going to, me, the author of this  
11          message chain group, put you all in  
12          there to discuss whatever comes  
13          about without your permission if I  
14          know or they know you have access  
15          to a social media account.

16       BY MR. KARP:

17           Q.           The individual who was on  
18           this group chat reported that there could  
19           potentially be a violent incident; is that  
20           right?

21           A.           Yes.

22           Q.           Moving to the other incident  
23           that you were telling me about, you said  
24           that that took place in Newark or if it  
25           originated in Newark?

CONFIDENTIAL

Page 151

1           A.           Can you just clarify the  
2           three incidents that we spoke about?

3           Q.           So putting aside -- we're  
4           not talking about -- or strike that.

5                       I'm only asking about the  
6           other two incidents as that term is being  
7           used here on the page in the two  
8           examples -- or two incidents that you just  
9           recounted for me?

10          A.           Yes, at the bottom.

11          Q.           Yes. And the second one you  
12          said originated in Newark and Irvington and  
13          Newark share a border, correct?

14          A.           Yes.

15          Q.           And the authorities became  
16          aware of this incident because people on  
17          social media knew that it was happening and  
18          reported it; is that right?

19          A.           The authorities became aware  
20          of this incident because we called that  
21          there was an intruder on our property. The  
22          social media connection was that students  
23          felt it was more glaring and urgent to  
24          capture the event than use the appropriate  
25          sense of complying with the safety drill,



## CONFIDENTIAL

Page 152

1 because they wanted to be the first  
2 breaking news of the live video and  
3 capturing the video live stream and that  
4 part of the school building.

5 Q. That allowed the  
6 administration to become aware of the  
7 incident and involve the authorities,  
8 correct?

9 A. The interaction that  
10 included the social media was the students'  
11 resistance to respond to the shelter in  
12 place call that was put in place and now  
13 administrators, who are responsible for the  
14 lives and souls and safety of students,  
15 staff, and stakeholders here at the high  
16 school, had to go and inform those  
17 students, put your cell phone in your  
18 pocket away and let's transition to the  
19 safe place instead of recording a live  
20 video to capture what was occurring during  
21 that ordeal. That's where Instagram comes  
22 from.

23 Q. If we look at the next  
24 question, question 12, there's a statement,  
25 "During the 2023-2024 school year,

## CONFIDENTIAL

Page 153

1 Irvington High School experienced one  
2 threat of violence that necessitated the  
3 cessation of all school activities across  
4 the entire campus. This incident, which  
5 was known to our student body and involved  
6 a threat of school shooting, required the  
7 cessation of all school activities for the  
8 entire school campus. Irvington attributes  
9 the incident to social media, specifically  
10 Instagram."

11 Do you see that?

12 A. Yes.

13 Q. Are you familiar with this  
14 incident?

15 A. Yes.

16 Q. Okay. Is this an incident  
17 where a student made a threat to bring a  
18 weapon to school?

19 A. In this particular incident,  
20 as I may recall, spoke to the threat of the  
21 student being informed that they were going  
22 to be an intended target.

23 Q. The one student posted on --  
24 I'm sorry, strike that.

25 Is it your understanding

## CONFIDENTIAL

Page 154

1 that a student at Irvington High School  
2 posted a threat on social media that he or  
3 she was going to shoot another student or a  
4 group of students at Irvington High School?

5 A. Again, whatever the  
6 infraction that led to the response, what  
7 was captured via social media helped  
8 understand the how. A student was hit over  
9 the head with a weapon that was taken from  
10 him with the intent to utilize it on  
11 another student, all being captured on  
12 social media. When the student body saw  
13 that ordeal that did not originate at the  
14 school, it originated somewhere in the  
15 community, they prompted a commented  
16 response, how did this person who had a  
17 weapon get his weapon removed from him and  
18 then hit over the head.

19 The student insisted on  
20 responding back and forth, which led to  
21 them stating that I am going to utilize  
22 this said next weapon to address the  
23 negative comments that was occurring in  
24 this incident.

25 Q. And then that got reported

CONFIDENTIAL

Page 155

1 to the administration and the  
2 administration contacted law enforcement to  
3 investigate and address the issue?

4 A. Yes.

5 MR. KARP: No further  
6 questions on my end. Anyone on  
7 Zoom have questions before I pass  
8 the witness? We are off the  
9 record.

10 THE VIDEOGRAPHER: The time  
11 right now is 12:33 p.m. We are off  
12 the record.

13 - - - - -

14 (A recess was taken at this time.)

15 - - - - -

16 THE VIDEOGRAPHER: The time  
17 right now is 1:06 p.m. We are back  
18 on the record.

19 BY MS. SCULLION:

20 Q. Good afternoon, Principal  
21 Mangan.

22 A. Good afternoon.

23 Q. I would like to ask you a  
24 few questions, please. First, would you  
25 remind the jury how long you've worked in

CONFIDENTIAL

Page 156

1 schools?

2 A. I have been in the  
3 educational capacity since September of  
4 2005.

5 Q. How many years have you  
6 been -- did you work as a teacher?

7 A. As a teacher for about, of  
8 the 20-year career, give or take five to  
9 six years of that time.

10 Q. Did you also work as a  
11 coach?

12 A. Yes.

13 Q. How long did you work as a  
14 coach?

15 MR. KARP: Object to form.

16 THE WITNESS: I worked as a  
17 coach beginning in 2005 to 2024.

18 MR. KARP: Do we have an  
19 agreement when I object to form  
20 it's on behalf of all Defendants?

21 MS. SCULLION: Yes. Thank  
22 you.

23 MR. KARP: Thank you.

24 BY MS. SCULLION:

25 Q. And how many years have you

CONFIDENTIAL

Page 157

1 worked as a leader in education?

2 MR. KARP: Object to form.

3 THE WITNESS: As a principal,  
4 two years. In leadership  
5 administration since 2013.

6 BY MS. SCULLION:

7 Q. Principal Mangan, why do you  
8 stay in education after all these years?

9 A. The return on the  
10 investment, the relationships, the  
11 opportunities, the partnerships, just the  
12 ability to change the narrative.

13 Q. When you say, "change the  
14 narrative," what do you mean?

15 MS. HENRY: Excuse me, it's  
16 muted on the line.

17 MS. SCULLION: Thank you.  
18 Can everyone on Zoom hear us  
19 now?

20 MS. ROMEO: Yes, we can.

21 BY MS. SCULLION:

22 Q. Thank you. Let me repeat  
23 the question. What do you mean by, "change  
24 the narrative"?

25 A. In inner city environments,

CONFIDENTIAL

Page 158

1     there's a category of just the residents in  
2     these environments that don't possess the  
3     ability to change their socioeconomic  
4     structures without support. I think the  
5     true goal of any educator is allowing a  
6     student to find purpose to create an  
7     opportunity where the student at one  
8     particular time or another can assist in  
9     changing the dynamic of their family  
10    structure through academics and  
11    instruction. Through the ability to  
12    display their talents, whether it's through  
13    rigor of instruction or through athletic  
14    gifted traits. There's an opportunity for  
15    students of all capacities in this  
16    community to have an opportunity to write  
17    their narrative instead of it being written  
18    for them.

19           Q.           And based on your years in  
20    education, have you made any observations  
21    about whether social media has an impact on  
22    your ability to change the narrative?

23                       MR. KARP: Object to form.

24                       THE WITNESS: Yes.

25

CONFIDENTIAL

Page 159

1 BY MS. SCULLION:

2 Q. And what have you observed?

3 A. I've seen where students  
4 would compromise graduation opportunities  
5 to support an urge to be informed of what's  
6 occurring on a bevy of social media  
7 platforms.

8 I've encouraged students to  
9 make great choices with the use of  
10 self-control and the ability to choose what  
11 is right through integrity choices. And  
12 just in character development, I've seen  
13 where these components of social media and  
14 just the ability to just conflict with just  
15 the opportunity to -- instruction is the  
16 key in that moment. So if we're talking  
17 about a school day which, you know, begins  
18 at 8:25 and concludes at 2:45, there's many  
19 urges for a student to want to peek, pry,  
20 comment, post with what's going on with  
21 social media. If there was a true  
22 partnership in what it offers, it would be  
23 how to minimize that just dopamine effect  
24 of wanting to be a part of social media.

25 Q. And you just testified about



## CONFIDENTIAL

Page 160

1 the peeking and prying and are you talking  
2 about peeking and prying in terms of  
3 checking social media?

4 MR. KARP: Object to form.

5 THE WITNESS: Yes, what I'm  
6 speaking of is, if I may introduce  
7 a recent interaction with a  
8 student. We're in the heart of  
9 assessment season here in the state  
10 of New Jersey and students are  
11 asked to participate in student  
12 learning assessments called the New  
13 Jersey Student Learning Assessment,  
14 the NJSLA, and the 11th grade  
15 students are testing in the science  
16 component. And within that science  
17 component, there are structures put  
18 in place to create a secure testing  
19 environment. This particular  
20 student decided to avoid what those  
21 structures were, because there was  
22 an urge to receive a notification  
23 from a social media platform on the  
24 release of a said product of that  
25 platform where one of the users was

CONFIDENTIAL

Page 161

1 looking for a response.

2 The student was advised on  
3 multiple fronts, written and  
4 verbal, to if they were in  
5 possession of a said electronic  
6 device that they should turn it  
7 in. It is a part of the secure  
8 testing manual instructions that  
9 the administrators and proctors  
10 read and the student decided to  
11 conceal just that device in a  
12 resource dictionary and was  
13 waiting for a particular  
14 notification to alert the  
15 student.

16 BY MS. SCULLION:

17 Q. I'm sorry, when did this  
18 incident happen?

19 A. Yesterday.

20 Q. Okay. And if I understand  
21 correctly, the student was using, you said  
22 an electronic device, what kind of  
23 electronic device?

24 MR. KARP: Object to form.

25 THE WITNESS: The student was

CONFIDENTIAL

Page 162

1                   utilizing a cell phone, was in  
2                   possession of his personal cell  
3                   phone.

4       BY MS. SCULLION:

5               Q.           Okay. And you testified to  
6       the student having -- responding to --  
7       sorry, strike that.

8                   You testified to the student  
9       waiting for, I think, you said a  
10      notification from a social media platform;  
11      is that correct?

12                   MR. KARP: Object to form.

13                   THE WITNESS: Yes, that is  
14                   correct.

15      BY MS. SCULLION:

16               Q.           Okay. Do you know which  
17      social media platform the student was  
18      waiting for a notification from?

19               A.           The student informed me that  
20      it was a YouTube notification.

21               Q.           That's what I was going to  
22      ask. So how do you know that the student  
23      was waiting for a notification?

24                   MR. KARP: Object to form.

25                   THE WITNESS: So when the

## CONFIDENTIAL

Page 163

1 student pulled out the electronic  
2 device, it was observed by the test  
3 proctor and administrator, which  
4 prompted a response to confiscate  
5 the cell phone from the student.  
6 And just in that ordeal or  
7 interaction with that student --  
8 and I must correct that, this  
9 occurred on Monday.

10 BY MS. SCULLION:

11 Q. Thank you.

12 A. I must correct that, the  
13 days are together for me. On this  
14 particular test date, because we're in day  
15 three of testing here. On the first day of  
16 testing this occurred, the student was  
17 asked to exit out of the testing  
18 environment and the administrative team and  
19 all of the test administrators had to go in  
20 and do an investigation during the test.

21 Q. Now, the example you just  
22 gave, have you seen other similar incidents  
23 in terms of the impact of social media on  
24 students in a learning environment?

25 MR. KARP: Object to form.

CONFIDENTIAL

Page 164

1 THE WITNESS: Yes.

2 BY MS. SCULLION:

3 Q. And can you explain a little  
4 bit more of what you've seen in terms of  
5 the impact of social media on the students'  
6 learning environment?

7 MR. KARP: Object to form.

8 THE WITNESS: The access of  
9 social media, the ability to gain  
10 access to the social media  
11 platforms on multiple types of  
12 devices. We may be specifically  
13 talking about a cell phone in one  
14 instance, but then the Apple watch  
15 or the smart watch, excuse me, not  
16 to just say the Apple watch, but  
17 the smart watch, the tablets, the  
18 individual access to laptops,  
19 student purchased laptops, just the  
20 social media have many different  
21 layers of opportunities for a  
22 student to gain access. And now  
23 when you introduce just the type of  
24 access and when the access is  
25 occurring during the school hours,

CONFIDENTIAL

Page 165

1 any particular time, you can  
2 observe a student's urge to get to  
3 their -- get to that phone and if  
4 you say, what are you trying to do?  
5 I'm just looking at this reel or  
6 I'm watching this video or I'm  
7 looking at this game stream and  
8 those are occurring on the social  
9 media platforms.

10 BY MS. SCULLION:

11 Q. Have you observed whether  
12 social media has an impact on absenteeism  
13 rates at Irvington High School?

14 MR. KARP: Object to form.

15 THE WITNESS: Yes, when we  
16 have these critical needs  
17 assessments of students and we  
18 speak to families, and they speak  
19 to just the fear of an event that  
20 occurred that was posted on social  
21 media or the inability to fall  
22 asleep on time and oversleep or the  
23 just other many caveats of access  
24 to these platforms, it interrupts  
25 just the normal, what I would

CONFIDENTIAL

Page 166

1 believe to be normal academic  
2 setting for a particular student.

3 BY MS. SCULLION:

4 Q. Have you ever observed  
5 whether social media has an impact on  
6 school safety at Irvington High School?

7 MR. KARP: Object to form.

8 THE WITNESS: Yes, it poses a  
9 huge concern where students will  
10 have access to people that is not a  
11 part of the instructional learning  
12 environment.

13 It also exhibits a layer of  
14 concern for me where students  
15 would relinquish learning time  
16 just to entice, engage, or  
17 interact with a moment or  
18 infraction that may have occurred  
19 at some period of time. And the  
20 safety of it all is there is no  
21 middle person to say stop, don't  
22 do this, wow, they're active on  
23 social media, whether it being a  
24 limit restraint, a time  
25 restraint, a restriction, you

CONFIDENTIAL

Page 167

1 know, of social media being  
2 accessed during these school  
3 times or just the students  
4 self-control to know, like, let  
5 me -- let me put this away and be  
6 grounded at what's actually  
7 occurring over there.

8 BY MS. SCULLION:

9 Q. Do you recall that Mr. Karp  
10 asked you some questions about your  
11 personal social media use?

12 A. Yes, I recall that question.

13 Q. If I may, how old are you?

14 A. Forty-one years old.

15 Q. Okay. As an educator, do  
16 you have a view on whether there's a  
17 difference between a 41-year-old adult  
18 using social media versus a 15-year-old  
19 child?

20 MR. KARP: Object to form.

21 THE WITNESS: Yes, I'm an  
22 adult, right? I'm a fully grown  
23 adult who has a huge responsibility  
24 to assist students in their journey  
25 during high school. If there was



CONFIDENTIAL

Page 168

1           any comparison amongst just my  
2           social media involvement and the  
3           students, I think that's an unfair  
4           comparison in what I would believe.

5       BY MS. SCULLION:

6           Q.           From time to time, have you  
7           yourself experienced any regret in terms of  
8           your use of social media as an adult?

9                       MR. KARP:   Object to form.

10                      THE WITNESS:   Yes.

11       BY MS. SCULLION:

12           Q.           Can you tell me about that?

13           A.           I should be getting -- the  
14           studies say seven to eight hours of sleep  
15           and I just keep scrolling, there's just the  
16           interest of social media. And I don't know  
17           whatever the algorithm is, but they find a  
18           way to compound video after video or reel  
19           after reel, I must say -- last  
20           instructional bell.

21           Q.           Complete your answer,  
22           please.

23           A.           Yes. There are  
24           opportunities or times that I should have  
25           been asleep at a fairly reasonable time and

CONFIDENTIAL

Page 169

1 a game may have just ended or something may  
2 have occurred that is happening in  
3 proximity here or somewhere else, and just  
4 the following of that said event or the  
5 commenting of that said event or the reels  
6 and the production of the short videos and  
7 just the features that says, hey, you know,  
8 it will say you watched 20 videos in a row,  
9 and you can consciously say, you know what,  
10 wow, I should be asleep right now, let me  
11 put this down.

12 Q. And as principal of  
13 Irvington High School, do you have a core  
14 mission?

15 MR. KARP: Object to form.

16 THE WITNESS: Yes.

17 BY MS. SCULLION:

18 Q. What is that?

19 A. Just to, how do I create an  
20 opportunity where I can be the person I  
21 wish I had when I was coming up in school.  
22 How do I provide families with an  
23 exceptional level of support, care for  
24 their students while they're under their  
25 time here at Irvington High School. I say

CONFIDENTIAL

Page 170

1 all the time that your child becomes my  
2 child to parents and families, because I  
3 want them to really empathize or view the  
4 empathy that I have for being a true  
5 partner of this development for the student  
6 and just that core mission of just giving  
7 kids an opportunity to change the  
8 narrative. Giving kids an opportunity to  
9 just explore many various parts of the  
10 world in multiple capacities, whether it's  
11 academic or athletic, and just building  
12 products that can pour back into our  
13 community with pride.

14 Q. Does social media impact  
15 your ability to carry out that core  
16 mission?

17 MR. KARP: Object to form.

18 THE WITNESS: Yes.

19 BY MS. SCULLION:

20 Q. How does -- what impact does  
21 it have?

22 A. Social media is a  
23 distraction. Social media takes away from  
24 those meaningful consistencies that we wish  
25 to see in the school. Why, because social

CONFIDENTIAL

Page 171

1 media captures a moment and keeps it there.  
2 It keeps it relevant. It keeps it going.  
3 It gives it momentum. It gives the  
4 students a choice negatively to not commit  
5 to instruction, but commit to the confusion  
6 and the chaos and how much time we have to  
7 go into unraveling these urges and these  
8 misunderstandings, because this was a  
9 subliminal post or a post I think is about  
10 me and I don't like that these ten, 12  
11 students responded, so I have to stand up  
12 for myself and respond to to all of these  
13 students for a misunderstanding. Does it  
14 impact our ability? Yes, I speak to  
15 teachers all the time.

16 Most recently, during the  
17 formal evaluation process, I look for those  
18 moments during the eval where the teacher  
19 instructs and reminds the students to  
20 refrain from the access to those platforms.  
21 So that during the evaluation, I become a  
22 co-teacher and not hold the teacher into an  
23 anxiety approach of trying to control  
24 things they cannot. The teacher is the  
25 expert on instruction. That will be the

CONFIDENTIAL

Page 172

1 last one. (Bell rang).

2 The teacher is the expert on  
3 instruction. I wish to see the teacher  
4 develop and display that expertise. I wish  
5 to see the teacher in a comfortable  
6 environment that gives the teacher  
7 confidence that the students are  
8 progressing and learning without said  
9 distractions.

10 I give the teacher more  
11 credit when they initiate structures in  
12 their classrooms that curb the ability and  
13 those urges to stay grounded in what that  
14 lesson plan was intended to produce.

15 Q. Can you estimate for us how  
16 many times a week are you personally having  
17 to address a disciplinary incident that  
18 involves social media?

19 MR. KARP: Object to form.

20 THE WITNESS: So we go on a  
21 break today and there was a  
22 student -- students normally come  
23 in my office and sit in the blue  
24 seats looking for support, and I  
25 don't bypass those students,

CONFIDENTIAL

Page 173

1           because it's set up that way so  
2           that there's a forced interaction,  
3           hey, what's going on, how are you,  
4           because the space is not too wide.  
5           It's not a traditional hallway.

6           Today this student said to  
7           me, they're posting videos about  
8           me saying that I'm masturbating  
9           in the bathroom. There's a  
10          response from that, how do they  
11          know, like, why is it that even  
12          on a day like today, I have to  
13          initiate and put a stakeholder in  
14          place to provide emotional  
15          support for the student first and  
16          then now investigate, well, how  
17          do you know that they're posting  
18          these videos? How do you know  
19          that this is occurring? We spend  
20          too much time, so if you ask me  
21          to address how much time that I'm  
22          spending on a daily basis, too  
23          much time. It's to the point  
24          where this is a second  
25          profession. It's more of I'm not

CONFIDENTIAL

Page 174

1 an instructional leader, I'm more  
2 of a response to those urges so  
3 I'm responding to what they have  
4 access to and what is more  
5 important to them in that moment.

6 BY MS. SCULLION:

7 Q. And are you dealing with  
8 disciplinary issues that involve social  
9 media daily?

10 MR. KARP: Object to form.

11 THE WITNESS: Every day.

12 BY MS. SCULLION:

13 Q. How many times a day would  
14 you estimate?

15 A. More than I want to count,  
16 right? So if I had to estimate, too many,  
17 but if I had to put a numerical number on  
18 it, I could walk around this building, it  
19 has seven floors across two buildings, and  
20 go into 92 different classrooms and  
21 85 percent of those interactions, I would  
22 have probably to address a student and  
23 their phone and I'll lead with, what are  
24 you doing? And they're on these platforms.  
25 They're not utilizing the phone to Google

CONFIDENTIAL

Page 175

1 an answer. They're utilizing the phone to  
2 be on these platforms 85 percent of the  
3 time and that's a light number. Because  
4 holistically, it's probably 95 percent of  
5 the time.

6 Q. Do you have a view on  
7 whether social media has made your job  
8 harder?

9 MR. KARP: Object to form.

10 THE WITNESS: Yes, I have a  
11 view on that.

12 BY MS. SCULLION:

13 Q. And what's your view?

14 A. My view is, if I sit back  
15 and allow this to continue, we will be  
16 discussing more of these infractions that  
17 we were speaking of earlier today, the  
18 community violence, the interactions with  
19 individuals outside of our school  
20 environment via these platforms. And the  
21 urge to continue this mindset that  
22 unsupervised recess, what I call it, social  
23 media, unsupervised recess is happening at  
24 any opportunity that they may have.

25 Q. And do you feel that as



CONFIDENTIAL

Page 176

1 principal at Irvington High School, you  
2 have made efforts to limit the amount of  
3 use of social media by your students?

4 A. Yes, verbal and written.

5 MS. SCULLION: Okay. I'm  
6 going to stop there. Thank you.  
7 Your witness.

8 MR. KARP: Can we go off the  
9 record?

10 THE VIDEOGRAPHER: The time  
11 right now is 1:28 p.m. We are off  
12 the record.

13 - - - - -

14 (A recess was taken at this time.)

15 - - - - -

16 THE VIDEOGRAPHER: The time  
17 right now is 1:40 p.m. We're back  
18 on the record.

19 MS. SCULLION: Just to double  
20 check, is the Zoom sound on?

21 THE VIDEOGRAPHER: Yes.

22 BY MR. KARP:

23 Q. Mr. Mangan, welcome back. I  
24 just have a few follow-up questions in  
25 response to the questioning that you just

CONFIDENTIAL

Page 177

1 engaged in with your counsel.

2 You provided some testimony  
3 about students peeking and prying at their  
4 cell phone during the school day.

5 Do you remember that?

6 A. Yes.

7 Q. Could Irvington Public --  
8 strike that.

9 Could Irvington High School  
10 peek or pry at their cell phones if they  
11 were locked away in a pouch?

12 MS. SCULLION: Objection to  
13 form.

14 THE WITNESS: I'm not aware of  
15 how to answer that. We haven't had  
16 the ability to have that as a  
17 conversation, so I'm unsure.

18 BY MR. KARP:

19 Q. If an Irvington High School  
20 student is in a classroom and his cell  
21 phone is in a locker in some other part of  
22 the building, can he access it?

23 MS. SCULLION: Objection to  
24 form.

25 THE WITNESS: Potentially,

CONFIDENTIAL

Page 178

1 yes.

2 BY MR. KARP:

3 Q. If a student at Irvington  
4 High School is in a classroom and his cell  
5 phone is locked away in his locker, can he  
6 be accessing social media while in class?

7 MS. SCULLION: Objection to  
8 form.

9 THE WITNESS: Yes.

10 BY MR. KARP:

11 Q. How so?

12 A. There are multiple  
13 opportunities to access social media  
14 outside specifically the use of a cell  
15 phone.

16 Q. Would it reduce student use  
17 of cell phones at Irvington High School if  
18 students had to -- or were required to lock  
19 their cell phones in a pouch during the  
20 school day?

21 MS. SCULLION: Objection to  
22 form. Incomplete hypothetical.

23 THE WITNESS: I'm unsure.

24 BY MR. KARP:

25 Q. Have you ever tried it?

CONFIDENTIAL

Page 179

1 MS. SCULLION: Same  
2 objections.

3 THE WITNESS: Have I ever  
4 tried it at Irvington High School?

5 BY MR. KARP:

6 Q. Have you ever tried that  
7 strategy anywhere?

8 MS. SCULLION: Same  
9 objections.

10 THE WITNESS: It was a  
11 strategy put in place at a previous  
12 employment opportunity.

13 BY MR. KARP:

14 Q. Did that reduce cell phone  
15 usage by students at the time that those  
16 cell phones were locked away?

17 MS. SCULLION: Objection to  
18 form.

19 THE WITNESS: Yes.

20 BY MR. KARP:

21 Q. You said that you encourage  
22 teachers to utilize different strategies  
23 productively in order to get students off  
24 of their cell phones during class; is that  
25 right?

CONFIDENTIAL

Page 180

1 A. Yes.

2 Q. And has that been working to  
3 get students to stop using their cell  
4 phones during class?

5 A. To the best of my knowledge,  
6 in some cases, yes.

7 Q. Not all cases though?

8 A. Unfortunately, I'm unable to  
9 speak to all cases in any capacity.

10 Q. You talked about students --  
11 or strike that.

12 You've testified generally  
13 about student use of cell phones at  
14 Irvington High School, correct?

15 A. Yes.

16 Q. In response to some  
17 questions with your counsel, you even  
18 referenced different Apple devices, do you  
19 recall?

20 A. I may specifically have  
21 mentioned that product, but it's not  
22 limited to just the access of other  
23 products.

24 Q. To your knowledge, has  
25 Irvington High School or the Irvington

CONFIDENTIAL

Page 181

1 Public Schools filed a lawsuit against  
2 Apple?

3 MS. SCULLION: Objection,  
4 beyond the scope. Objection to  
5 form. Objection, foundation.

6 MR. KARP: Your objection is  
7 noted. You can answer.

8 THE WITNESS: I'm unaware of  
9 any lawsuits filed within the  
10 Irvington Public School District in  
11 regards to other products.

12 BY MR. KARP:

13 Q. Can Irvington High School  
14 students access social media if they're on  
15 their cell phones if their cell phones have  
16 been confiscated?

17 MS. SCULLION: Objection to  
18 form. Beyond the scope. And  
19 incomplete hypothetical.

20 MR. KARP: You can answer.

21 THE WITNESS: Again, social  
22 media has multiple areas of access  
23 outside specifically the use of a  
24 cell phone.

25

CONFIDENTIAL

Page 182

1 BY MR. KARP:

2 Q. If a student wanted to  
3 access social media on his cell phone and  
4 that cell phone was taken from him by a  
5 teacher, could he still access social media  
6 on that cell phone?

7 MS. SCULLION: Objection.  
8 Beyond the scope. Objection to  
9 form and incomplete hypothetical.

10 MR. KARP: You can answer.

11 THE WITNESS: On the cell  
12 phone that is taken away from the  
13 student by a teacher?

14 MR. KARP: Correct.

15 THE WITNESS: There's still  
16 opportunities to communicate with  
17 the cell phone while in the same  
18 room through other devices.

19 BY MR. KARP:

20 Q. You mentioned meeting with  
21 teachers during formal evaluations and  
22 looking for moments during those  
23 evaluations where students are reminding --  
24 where teachers are reminding students to  
25 refrain from access to social media.

CONFIDENTIAL

Page 183

1 Do you recall that  
2 testimony?

3 A. I recall speaking to the use  
4 of the cell phone and gaining access of  
5 social media while in class.

6 Q. You've referred to a number  
7 of bullying incidents in your questioning  
8 with counsel, do you recall?

9 A. I don't recall referring a  
10 number of bullying incidents, but I do  
11 recall speaking to incidents.

12 Q. Students were bullied in  
13 school even before social media was  
14 created, correct?

15 MS. SCULLION: Objection to  
16 form. Asked and answered.

17 THE WITNESS: I would state,  
18 again, that these instances were  
19 occurring in schools, I can't  
20 originate the actual start date of  
21 social media, but they were  
22 originating in schools.

23 MR. KARP: And I think we're  
24 out of time.

25 MS. SCULLION: Okay. The



CONFIDENTIAL

Page 184

1 deposition is concluded.

2 THE WITNESS: I'm done?

3 MR. KARP: Can I make --

4 MS. SCULLION: Wait until he  
5 goes off the record.

6 MR. KARP: No more questions,  
7 of course. As, you know,  
8 consistent with my statement  
9 yesterday, there are still a number  
10 of discovery disputes and Irvington  
11 is continuing to produce documents  
12 in this litigation. To the extent  
13 that new documents are produced  
14 after this deposition that we did  
15 not have available to us, we  
16 reserve our right to seek  
17 additional deposition time and to  
18 that extent, we -- our position is  
19 that this deposition will be held  
20 open.

21 We hope that we don't need  
22 to come back, but it's possible  
23 and we just want to reserve our  
24 rights on that and that's our  
25 position.

CONFIDENTIAL

Page 185

1 MS. SCULLION: And we disagree  
2 with that position, among other  
3 things, the 35 hours allocated to  
4 Defendants has now been exhausted.  
5 And we, otherwise, disagree also  
6 with an ability to keep the  
7 deposition open for any reason.  
8 We'll be happy to meet and confer  
9 with you if it comes up. Thank  
10 you.

11 MR. KARP: I believe we are  
12 done.

13 THE VIDEOGRAPHER: So  
14 Mr. Andrew Karp has been on the  
15 record for two hours 43 minutes.  
16 Ms. Jennifer Scullion was on the  
17 record for 21 minutes. The time  
18 right now is 1:48 p.m. We are off  
19 the record.

20 - - - - -

21 (Whereupon, the deposition  
22 was concluded at 1:48 p.m.)

23 - - - - -  
24  
25

CONFIDENTIAL

Page 186

C E R T I F I C A T I O N

I HEREBY CERTIFY that the proceedings and evidence are contained fully and accurately in the stenographic notes taken by me upon the foregoing matter on May 21, 2025, and that this is a correct transcript of same.

-----  
Robin L. Clark  
Registered Professional Reporter

(The foregoing certification of this transcript does not apply to any reproduction of the same by any means unless under the direct control and/or supervision of the certifying reporter.)

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Page 187

INSTRUCTIONS TO WITNESS

Please read your deposition over carefully and make any necessary corrections.

You should state the reason in the appropriate space on the errata sheet for any corrections that are made.

After doing so, please sign the errata sheet and date it.

You are signing same subject to the changes you have noted on the errata sheet, which will be attached to your deposition.

It is imperative that you return the original errata sheet to the deposing attorney within thirty (30) days of receipt of the deposition transcript by you. If you fail to do so, the deposition transcript may be deemed to be accurate and may be used in court.

CONFIDENTIAL

Page 188

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CONFIDENTIAL

Page 189

ACKNOWLEDGMENT OF DEPONENT

I, DARNEL R. MANGAN, SR., do hereby  
certify that I have read the foregoing pages  
and that the same is a correct  
transcription of the answers given by me to  
the questions therein propounded, except for  
the corrections or changes in form or  
substance, if any, noted in the attached  
Errata Sheet.

DATE

SIGNATURE

Subscribed and sworn to before me this  
day of ,  
2025.

My commission expires:

Notary Public